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ABSTRACT

This compendium is a guide to the major national data resources related to higher education in the United States. Designed to support quality educational research and policy analysis, the Compendium describes 100 resources, including general references as well as resources pertaining to students and learning, faculty and staff, finance and facilities, K-12 education, adult and workforce education, and other topics. To be included, data sources must be regional, national, or international in scope. They must be updated on a periodic basis, generally available to the public, and useful for research and policy analysis in relation to postsecondary education. Types of data sources are varied, but they include primary data sources and surveys, analytic reports, statistical digests and sourcebooks, web sites, and other information resources. Information for each source includes the organization or agency name, a description of the resource, information on data collected, availability, contact information, and keywords. The sources are grouped into these sections: (1) "General References"; (2) "Students and Learning"; (3) "Faculty and Staff"; (4) "Finance and Facilities"; (5) K-12"; (6) "Adult/Workforce"; and (7) "Other Resources." (SLD)

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ED 461 329

Compendium of National Data Sources on Higher Education: Fifth Edition

November, 2001

Alene Bycer Russell
and
Susan B. Winter

C. Walker

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Illinois State University, Center for the Study of Education Policy
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National Association of State Budget Officers (NASBO)
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Research Associates of Washington
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Introduction

The ***Compendium of National Data Sources on Higher Education: Fifth Edition*** is a guide to the major national data resources related to higher education in this country. Designed to support quality educational research and policy analysis, the Compendium describes 100 resources, including general references as well as resources pertaining to students and learning, faculty and staff, finance and facilities, K-12, adult/workforce, and other topics. To be included, data sources must be regional, national, or international in scope; updated on a regular or periodic basis; generally available to the public; and useful for research and policy analysis in relation to postsecondary education. Types of data sources are varied, and include primary data sources and surveys, analytic reports, statistical digests and sourcebooks, websites, and other information resources. The Compendium is aimed at a wide audience, including state and institutional researchers, policymakers at all levels, students, and other members of the higher education community.

First produced in 1984, SHEEO has periodically updated and expanded the ***Compendium of National Data Sources***. The 2001 publication--the fifth edition of this sourcebook--is the first online searchable version, designed to help users navigate the massive amounts of information available on the web. It enables users, first, to identify potentially useful data sources by conducting a search by keyword, title, organization/agency, level, or full text. Second, it provides concise, descriptive information about each source to help users evaluate their usefulness. Finally, once users have selected promising sources, it provides links directly to original sources for more complete information and online documents, as well as instructions for obtaining hard copies of materials.

A significant advantage of an online database, compared to a printed document, is that information can be kept current. SHEEO is committed to updating the Compendium database on an ongoing basis, and invites users to submit updates and suggestions. In addition, for users who might want to browse a printed document, PDF files are provided for downloading. These PDF files will be updated approximately twice a year, incorporating all changes that have been made in the online database during the previous months.

The ***Compendium of National Data Sources on Higher Education*** is part of the new **SHEEO Online Access to Resources (SOAR)** web-based searchable database, a product of the SHEEO/NCES Communication Network. SOAR is found at www.sheeo.org/soar.

Sections and Keywords

The Compendium is structured around seven broad topics and over 50 specific keywords. The PDF files are organized by section, as a print document would be, and each source appears in only one section. Within the database, however, each source has been assigned to as many keywords as are appropriate; as a result, a database search produces a comprehensive list of sources addressing that keyword.

Sections include:

- *General References*: This section consists of statistical digests, sourcebooks, and other references that compile comprehensive information from a variety of primary data sources. Most sources address postsecondary education as a whole, but a few focus on a more narrow topic such as community colleges. Many of these sources are composed largely of data tables and figures, with relatively little analysis and commentary.

- *Students and Learning*: This section includes data sources that describe postsecondary students and student learning issues. It is broadly conceived to include materials that address K-16 issues, including the transition from high school to college. Topics include enrollment; completions; assessment and testing; student progress through school, college, and into the workforce; student opinions, attitudes, and aspirations; and other student information.

- *Faculty and Staff*: These sources address postsecondary faculty, administration, and staff, describing numbers, salaries, workload, opinions and plans, and related issues.

- *Finance and Facilities*: This section provides information on government finances, including higher education appropriations; institutional finances; tuition and fees; student financial aid; physical facilities; libraries; and related issues.

- *K-12*: This section contains selected materials related to elementary-secondary education that provide useful background information for postsecondary researchers. It includes data on school enrollments, high school graduates, student achievement data, and other data limited to the K-12 sector. Sources that address transitional issues between high school and college are found in the Students and Learning section.

- *Adult/Workforce*: This section provides demographic, economic, workforce, and adult literacy sources, again chosen as useful background material for postsecondary researchers and policymakers.

- *Other Resources*: Most of the resources in this section are not data sources per se, but they do provide information related to the study of postsecondary education. They address topics such as the political context of higher education, postsecondary structures and priorities, and other issues.

Keywords include:

Access
Accountability
Accreditation
Achievement
Admissions
Adult Education
Adult Literacy
Affordability
Assessment/Testing
Community Colleges
Curriculum
Degree Attainment
Demographics
Disabled Students
Employment
Endowment
Enrollment
Facilities
Faculty
Federal Support
Finances-Government
Finances-Institutional
Financial aid
Freshmen
Gender
Governance
Graduate Education
Graduation Rates
International
K-12
K-16
Labor Force
Libraries
Longitudinal Survey
Outcomes/Earnings
Participation/Participation Rates
Persistence/Retention
Policy Issues
Presidency
Projections
Race/Ethnicity
Residence/Migration
Revenues/Expenditures
Salaries/Benefits
Science/Math/Engineering
Sourcebook
Staff
State Government
Teacher-General
Technology
Tuition/Fees
Vocational Education
Voluntary Support
Workforce Preparation

Information provided

Descriptive information is provided on each data source.

- *Organization/Agency*: The name of the organization or agency that produces the data source is provided, along with its acronym.
- *Title*: Each source is identified by a title that best describes the source or by which it is best known. In some cases, this is the name of a survey or project; in other cases, it is the title of a specific report.
- *Author*: Most data sources included in this Compendium do not have an identifiable author. However, when a report is authored by a specific individual or individuals, the author's name is provided.
- *Date*: Many entries in the Compendium represent ongoing data sources that do not have a single publication date. If a data source produces an annual or biennial report, it is labeled in that way. If it produces periodic reports, the publication date of the most recent version is provided.
- *Description*: This paragraph briefly describes the data source, including background information, the type of data source (survey, annual report, sourcebook, and so on), sample, data collection cycles, how material is presented, and other descriptive information.
- *Data collected/reported*: A list of key data elements is provided in bulleted form.
- *Availability*: The Compendium provides information on the multiple ways in which data and reports are made available. This includes web access, how to obtain printed reports, electronic formats, and other applicable information.
- *Key publications*: In cases where a survey project has been identified as the data source, selected key reports derived from that survey are identified and described.
- *Related publications*: In some cases, the same or a different organization may have developed a publication related to, but not a direct product of, that source. Related publications are identified and described.
- *Comments*: As applicable, other information related to the source may be provided, such as background information on the organization.
- *Contact*: Complete contact information is provided, including name, organization, address, phone number, fax number, e-mail address, and website address. As appropriate, different contacts may be identified "for more information" and "for copies of reports."
- *Keywords*: Keywords are listed.
- *Level of data*: Data sources are categorized by the level(s) of information provided. These include: international, national, regional, 50-state, and institutional. "National" is used for sources that describe the country as a whole; "50-state" means that state-level data for all states is provided.

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Regional Fact Book for Higher Education in the West: Policy Indicators for Higher Education: WICHE States 42

Organization: **American Association of Community Colleges (AACC)**

Title: ***National Profile of Community Colleges: Trends & Statistics***

Author: Kent A. Phillippe (editor)

Date: Biennial

Description: This sourcebook offers a national view of trends and statistics related to today's community colleges. Issued biennially, this third edition includes revised text as well as updates to charts and tables on a range of topics. Informative narrative introduces and provides context for the data. This publication is a resource for presentations, public information, media relations, and long-range planning.

Data Collected:

- Enrollment
- Student outcomes
- Population
- Curriculum
- Faculty
- Workforce
- Financial aid

Availability: This report may be purchased from the AACC Online Bookstore for $45 at http://www.aacc.nche.edu/Template.cfm?Section=Bookstore. Selected data are available on the AACC website in the "About Community Colleges" section at http://www.aacc.nche.edu/Template.cfm?Section=AboutCommunityColleges. (Click on "Trends and Statistics.")

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Keywords: Community Colleges, Curriculum, Demographics, Enrollment, Faculty, Financial Aid, Labor Force, Outcomes/Earnings, Sourcebook

Level: 50-State, National

Organization: **American Association of Community Colleges (AACC)**

Title: ***State-by-State Profile of Community Colleges***

Date: 2000

Description: This periodic sourcebook provides an in-depth look at two-year colleges, including state-by-state data and hot issues. The report contains tables, charts, and text, and serves as a resource for presentations, analysis, and long-range planning.

Data Collected:
- Enrollment
- Labor
- Economic issues
- Funding issues
- Hot issues for community colleges (e.g., legislative decisions, IT plans)

Availability: This report may be purchased from the AACC Online Bookstore for $35 at http://www.aacc.nche.edu/Template.cfm?Section=Bookstore. Selected data are available on the AACC website in the "About Community Colleges" section at http://www.aacc.nche.edu/Template.cfm?Section=AboutCommunityColleges. (Click on "Trends and Statistics.")

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Keywords: Community Colleges, Enrollment, Finance - Government, Labor Force, Sourcebook, Technology

Level: 50-State

Organization: **Chronicle of Higher Education**

Title: ***Chronicle of Higher Education Almanac***

Date: Annual

Description: This sourcebook on higher education is published annually as a supplement to the Chronicle of Higher Education. It presents national data under four general topics: students, faculty and staff, resources, and institutions. In addition, the Almanac includes state-by-state profiles which contain narrative descriptions of state issues and summary tables describing state demographics, political leadership, colleges and universities, faculty members, students, and money. Ten U.S. maps displaying state data are also provided. Data sources include the U.S. Bureau of the Census, the U.S. Department of Education, and other federal agencies; the American Council on Education, the National Governors Association, and other national associations; and Chronicle of Higher Education reporting.

Data Collected:

Student data include:
- ACT and SAT test scores
- Enrollments
- Student financial aid
- Degrees conferred
- Freshman attitudes and characteristics

Faculty and staff data include:
- Salaries
- Trends in full-time/part-time status
- Faculty attitudes and activities

Resource data include:
- Revenues and expenditures
- Voluntary support
- Endowments
- College costs

Institutional data include:
- Carnegie groupings
- For-profit higher education

Availability: The Almanac is published annually at the end of August and sent to all subscribers of the Chronicle of Higher Education. The table of contents for the 2001 almanac is available at http://chronicle.com/free/almanac/2001. All users may access an overview of this year's findings; subscribers only can access the complete Almanac online. (Password is required.) Copies may be purchased for $7 by contacting the Circulation Department.

Users may also visit the "Facts and Figures" section of the Chronicle website at http://chronicle.com/stats for selected data from major annual surveys as well as databases searchable at the state and institutional levels. Some portions of this section are password-protected.

Contact:

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Phone: (202) 466-1048
Fax: (202) 452-1033
http://chronicle.com

Additional Contact Information:

To purchase the Almanac:
Send your order by mail to the Circulation Department at the above address or call (800) 842-7817 or (202) 466-1032 in Washington DC. Orders may be faxed to (202) 223-6292 (include credit card number and expiration date), or send electronic mail to circulation@chronicle.com.

Keywords:

Assessment/Testing, Degree Attainment, Demographics, Endowment, Enrollment, Faculty, Federal Support, Finance - Government, Financial Aid, Freshmen, Gender, Graduate Education, Graduation Rates, Libraries, Participation/Participation Rates, Projections, Race/Ethnicity, Residence/Migration, Revenues/Expenditures, Salary/Benefits, Sourcebook, Staff, State Government, Tuition/Fees, Voluntary Support

Level:

50-State, Institutional, National

Organization: **College Board**

Title: **College Board's Annual Survey of Colleges**

Date: Annual

Description: Conducted since 1983, the College Board's Annual Survey of Colleges gathers data from nearly 4,000 nationally accredited postsecondary institutions. Among the 1,700 data elements collected each year are institutional size, location, affiliation, enrollment, student costs, and other useful descriptors. These data are used by the College Board to produce the annual reports "Trends in College Pricing" and "Trends in Student Aid," described elsewhere in this compendium, and the database is made available to educational researchers. Information on undergraduate institutions is summarized annually in "The College Handbook" and is accessible through the college search on the College Board web site, serving as resources for those selecting and applying to colleges.

Data Collected:

- Type and control
- Majors offered
- Number of degrees awarded
- Number of faculty
- Admissions requirements
- Applications procedures
- Tuition, fees, and room and board
- Estimated expenses
- Financial aid awarded
- Degree-seeking enrollment, by full-time/part-time, sex, and race/ethnicity
- Special academic programs
- Advanced Placement and CLEP policies
- Student activities and campus life
- Freshman class profile
- College setting
- Transfer student information
- International student information
- Graduate student information

Availability: Data are collected annually. Copies of the full database are available as an ASCII file from ASC Data Service at the College Board. Prices vary with usage.

Contact: For more information:
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ASC Data Service
College Board
45 Columbus Avenue
New York, NY 10023-6992
Phone: (212) 713-8135
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Email: cserico@ollegeboard.org
http://www.collegeboard.com/

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Keywords: Admissions, Curriculum, Degree Attainment, Enrollment, Faculty, Financial Aid, Freshmen, Gender, Graduate Education, International, K-16, Race/Ethnicity, Tuition/Fees

Level: Institutional

Organization: **National Center for Education Statistics (NCES)**

Title: ***Condition of Education***

Date: Annual

Description: The Condition of Education is an annual indicator report summarizing important developments and trends in education using the latest available data. Intended for a general audience of readers who are interested in education, the indicators represent a consensus of professional judgment on the most significant national measures of the condition and progress of education for which accurate data are available. The 2001 print edition includes 59 indicators in six main areas: (1) enrollment trends and student characteristics; (2) student achievement and the longer term, enduring effects of education; (3) student effort and rates of progress through the educational system among different population groups; (4) the quality of elementary and secondary education; (5) the context of postsecondary education; and (6) societal support for learning. Also in the 2001 edition is a special focus essay on the access, persistence, and success of first-generation students in postsecondary education. This volume covers all educational levels from preprimary through adult learning. The indicators are constructed from many data sources, and NCES universe and sample surveys are a primary resource.

Data Collected: Section 1: Participation in education (covers all levels of education)

Section 2: Learner outcomes
- Early childhood outcomes
- Academic outcomes
- Adult literacy
- Social and cultural outcomes
- Economic outcomes

Section 3: Student effort and academic progress
- Student attitudes and aspirations
- Student effort
- Elementary/secondary persistence and progress
- Transition to college
- Postsecondary persistence and progress
- Completions

Section 4: Quality of elementary and secondary educational environments
- Coursetaking and standards
- Learning opportunities
- Special programs
- School choice
- Teachers
- School climate and discipline

Section 5: The context of postsecondary education
- Learning opportunities
- College resources

Section 6: Societal support for learning
- Family support
- Community support
- Public and private financial support

Availability: This report is available in two forms: the print volume for the year 2001 and a web version. The print volume is described online at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001072, and PDF files of the entire report as well as individual sections may be downloaded. Currently, only these electronic files of the "print version" are available; the actual hard copy version is forthcoming.

A web version of the Condition of Education is found at http://nces.ed.gov/programs/coe. This web site is an integrated collection of the indicators and essays published in the Condition of Education 2000 and 2001. The year in which a particular indicator last appeared is shown in parenthesis under the title. Some indicators may have been updated since they appeared in print.

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Phone: 1-877-433-7827
E-mail: EDPubOrders@aspensys.com
http://nces.ed.gov/help/orderinfo.shtml

Keywords: Achievement, Adult Education, Affordability, Degree Attainment, Enrollment, Faculty, Graduate Education, K-12, Outcomes/Earnings, Persistence/Retention, Salary/Benefits, Sourcebook, Teacher – General

Level: National

Organization: **National Center for Education Statistics (NCES)**

Title: ***Digest of Education Statistics***

Date: Annual

Description: The 2000 edition of the Digest of Education Statistics is the 36th in a series of publications initiated in 1962. Its primary purpose is to provide a compilation of statistical information covering the broad field of American education from kindergarten through graduate school. The Digest includes a selection of data from many sources, both government and private, and draws especially on the results of surveys and activities carried out by NCES. The publication contains information on a variety of subjects in the field of education statistics, including the number of schools and colleges, teachers, enrollments, and graduates, in addition to educational attainment, finances, federal funds for education, employment and income of graduates, libraries, and international education. Supplemental information on population trends, attitudes on education, education characteristics of the labor force, government finances, and economic trends provide background for evaluating education data.

Data Collected:

- Elementary and secondary:
  - Enrollments
  - Teachers and staff
  - Schools
  - Completions and achievement
  - School violence
  - Revenues and expenditures
- Postsecondary:
  - Enrollment
  - Faculty, staff, and salaries
  - Degrees
  - Finances
- Federal programs for education
- Outcomes of education:
  - Opinions
  - Labor force
  - Income
  - Dropouts and graduates
- International comparisons
- Libraries and educational technology

Availability: This report is produced annually and is available online. The 2000 Digest, released January 2001, is found at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001034. The entire report as well as individual sections may be downloaded in PDF format and printed. Print copies may be obtained free of charge from ED Pubs as long as copies last.

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Keywords:

Achievement, Adult Education, Adult Literacy, Assessment/Testing, Curriculum, Degree Attainment, Demographics, Disabled Students, Employment, Endowment, Enrollment, Facilities, Faculty, Federal Support, Finance - Institutional, Finance - Government, Financial Aid, Freshmen, Gender, Graduate Education, International, K-12, Labor Force, Libraries, Longitudinal Survey, Outcomes/Earnings, Policy Issues, Race/Ethnicity, Residence/Migration, Revenues/Expenditures, Salary/Benefits, Science/Math/Engineering, Sourcebook, Staff, Teacher - General, Technology, Tuition/Fees, Vocational Education, Voluntary Support

Level:

50-State, Institutional, International, National

Organization: **National Center for Education Statistics (NCES)**

Title: **Integrated Postsecondary Education Data System (IPEDS)**

Date: Annual

Description: The Integrated Postsecondary Education Data System (IPEDS), established as the core postsecondary education data collection program for NCES, is a system of surveys designed to collect data from all primary providers of postsecondary education. IPEDS is a single, comprehensive system designed to encompass all institutions and educational organizations whose primary purpose is to provide postsecondary education. The IPEDS system is built around a series of interrelated surveys to collect institution-level data in such areas as enrollments, program completions, faculty, staff, finances, and academic libraries.

Data Collected: IPEDS surveys include the following:

- Completions
- Fall Enrollment
- Fall Staff (deleted 2000-2001; to be replaced by new form)
- Finance
- Institutional Characteristics
- Faculty Salaries (deleted 2000-2001; to be replaced by new form)
- Graduation Rates
- Student Financial Aid (new)

Availability: An up-to-date list of IPEDS products can be found at http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010. This list includes sections on Data Products, Reports, Shorter Publications, Technical/Methodological reports, and Working Papers that relate to IPEDS; hotlinks are provided to each product description, and from there, users may read about the product, download print versions, and order copies of published documents and data files (CD-ROM).

Users interested in the latest IPEDS developments and products should go to the "What's New in IPEDS" page at http://nces.ed.gov/Ipeds/whatsnew.html.

NCES also provides access to IPEDS data through two web-based products. The IPEDS Peer Analysis System, found at http://nces.ed.gov/ipedspas, is a tool designed to enable users to easily compare a postsecondary institution of the user's choice to a group of peer institutions, also selected by the user. The system generates reports using selected IPEDS variables of interest. IPEDS College Opportunities On-Line (IPEDS COOL), found at http://nces.ed.gov/ipeds/cool, provides online access for the general public to information on over 9,000 colleges and universities. Its development was authorized by Congress in 1998 to help college students, future students, and their parents understand the differences between colleges and how much it costs to attend college.

Key Publications:

Integrated Postsecondary Education Data System: 2000-2001 Data Collection Plan, April 2000.
Based on the Final Report of the Task Force on IPEDS Redesign, this document presents the NCES plan for collecting IPEDS data for the 2000-2001 academic year. It is available online in PDF format at http://nces.ed.gov/ipeds/pdf/redesign/ip2000de.pdf.

Integrated Postsecondary Education Data System: An Improved System, August 1999.
The final report of the NCES Task Force for IPEDS Redesign was submitted to the Acting Commissioner of Education Statistics on August 31, 1999. This report details a series of 11 recommendations for improving IPEDS for the new millennium based on the work of several National Postsecondary Education Council (NPEC) Focus Groups, meetings with various association representatives and numerous discussions with data providers and users. It is available online in PDF format at http://nces.ed.gov/ipeds/pdf/redesign/redesign.pdf.

A Classification System for 2-Year Postsecondary Institutions, June 2001.
This report explores the development of a classification system for 2-year institutions that can provide a framework for analysis and contribute to the discourse in public policy. The report discusses recent classification strategies put forth by researchers, and outlines a proposed classification system based on IPEDS data. The report is described at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001167, and a PDF file may be downloaded.

Comments:

Individual IPEDS surveys are described in more detail elsewhere in this Compendium.

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Keywords:

Degree Attainment, Enrollment, Faculty, Finance - Institutional, Freshmen, Gender, Race/Ethnicity, Residence/Migration, Revenues/Expenditures, Salary/Benefits, Staff

Level

50-State, Institutional, National

Organization: **National Center for Education Statistics (NCES)**

Title: **IPEDS Institutional Characteristics Survey**

Date: Annual

Description: The IPEDS Institutional Characteristics Survey (IC) is one of several data collection surveys that comprise NCES' Integrated Postsecondary Education Data System (IPEDS), described elsewhere in this Compendium. Serving as the foundation of the entire IPEDS system, the purpose of this survey is to collect basic data describing all postsecondary institutions in the United States and its outlying areas. These data are used to define the IPEDS universe of postsecondary institutions and to provide the basis for assigning each institution to a specific sector, which in turn determines the selection and distribution of other IPEDS surveys appropriate to the institution. The IC survey also provides the primary information that is necessary to interrelate and understand other descriptive kinds of statistical data about education, such as enrollments, staff, graduates, and finance.

Data Collected:

- Directory information
- Types of educational offerings
- Type of institutional control
- Award levels offered
- Accreditation
- Calendar system
- Selection criteria for entering students
- Student services offered
- Library facilities
- Tuition and fees
- Room and board costs
- Price of attendance for first-time first-year students

Availability: To locate products from the IPEDS Institutional Characteristics Survey, users have several options:

First, an up-to-date list of all IPEDS products can be found at http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010, and users can scan this list for materials related to Institutional Characteristics. This list includes sections on Data Products, Reports, Shorter Publications, Technical/Methodological reports, and Working Papers that relate to IPEDS; hotlinks are provided to each product description, and from there, users may read about the product, download print versions, and order copies of published documents and data files (CD-ROM).

Second, users may search NCES' Electronic Catalog at http://nces.ed.gov/pubsearch/index.asp. Under "Search on one or more of the following fields", option #1 allows users to search either Titles or Product Abstracts for specific words such as "institutional characteristics." The resulting search list contains product abstracts and hotlinks to full product descriptions.

Finally, persons interested in specific data fields from this survey can use the IPEDS Peer Analysis System, found at http://nces.ed.gov/ipedspas. This web-based tool is designed to enable users to easily compare a postsecondary

institution of the user's choice to a group of peer institutions, also selected by the user. The system generates reports using selected IPEDS variables of interest.

Comments: For an overview of IPEDS, see the separate entry for the Integrated Postsecondary Education Data System (IPEDS) elsewhere in this Compendium.

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http://nces.ed.gov/help/orderinfo.shtml

Keywords: Accreditation, Curriculum, Enrollment, Libraries, Tuition/Fees

Level: Institutional

Organization: **National Center for Education Statistics (NCES)**

Title: ***Projections of Education Statistics to 2011***

Date: August 2001 (annual)

Description: This publication, the 30th report in a series begun in 1964, provides projections for key education statistics to the year 2011. For the nation, the tables, figures, and text contain data on enrollment, teachers, graduates, and expenditures for the past 14 years and projections to the year 2011. For the 50 states and the District of Columbia, there are projections of public elementary and secondary enrollment and public high school graduates to the year 2011. A methodology section describes the models and assumptions used to develop the national and state-level projections.

Data Collected: Historical and projected data for the following are included:

- Elementary and secondary enrollment (by grade level, state, region)
- Higher education enrollment (by sex, attendance status, age, and type and control of institution)
- High school graduates (by region and state)
- Earned degrees conferred (by sex and level)
- Elementary and secondary teachers (by control of institution and organizational level; average annual growth rates and pupil/teacher ratios)
- Expenditures of public elementary and secondary schools (including annual teacher salaries)

Availability: This report is described at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001083, and a PDF file may be downloaded from this page. Print copies can be obtained free of charge from ED Pubs as long as copies last; additional information on ordering NCES publications is found at http://nces.ed.gov/help/orderinfo.shtml.

In addition to the print version, a new web-enabled version is found at http://nces.ed.gov/pubs2001/proj01.

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Keywords: Degree Attainment, Enrollment, Finance - Institutional, K-12, Revenues/Expenditures, Sourcebook, Teacher - General, Teacher Compensation, Teacher Mobility-General, Teacher Supply & Demand

Level: 50-State, National, Regional

Organization: **National Center for Public Policy and Higher Education**

Title: ***Measuring Up 2000: The State-by-State Report Card for Higher Education***

Date: 2000

Description: "Measuring Up 2000" is the first state-by-state report card for higher education. This report grades states on their performance in five categories: preparation, participation, affordability, completion, and benefits; a sixth area, student learning, is included in the report card, but due to lack of information, all states received a grade of "Incomplete" in this first report. "Measuring Up" provides a national overview of each issue area with color-coded maps presenting state grades; it also offers "states at a glance" report cards as well as more detailed state profiles. This report was designed to give state leaders comparative information to help identify the strengths and weaknesses of higher education in their states.

Data Collected:

- Preparation
  - High school completion
  - K-12 course taking
  - K-12 student achievement
- Participation
  - College enrollment of young adults
  - College enrollment of working-age adults (part-time)
- Affordability
  - Family ability to pay
  - Strategies for affordability
  - Reliance on loans
- Completion
  - Persistence
  - Completion
- Benefits
  - Educational achievement of adult population
  - Economic benefits
  - Civic benefits
  - Adult skill levels
- Learning [no information provided; all states received grade of "Incomplete']

Availability: The report is available in PDF format at http://measuringup2000.highereducation.org. Printed copies may be purchased for $25 by calling 1-800-269-3652. The National Center web site also contains state press releases, follow-up documents, and other supporting materials.

Related Publications: ***Some Next Steps for States: A Follow-up to Measuring Up 2000***, June 2001. This report, authored by Dennis Jones and Karen Paulson of NCHEMS provides an introduction to the kinds of actions states can take to bridge the gap between the performance areas identified in Measuring Up 2000 and the formulation of effective policy. It is available in PDF format at http://measuringup2000.highereducation.org/pdf/nextsteps.pdf.

Assessing Student Learning Outcomes: A Supplement to Measuring Up 2000, December 2000.
This report, prepared by Peter Ewell and Paula Ries of NCHEMS, provides information on state efforts to assess student learning outcomes and track students as they graduate or transfer from one institution of higher education to another. It is available in HTML format at http://measuringup2000.highereducation.org/assessA.htm.

Recent State Policy Initiatives in Education: A Supplement to Measuring Up 2000, December 2000.
This report by Aims McGuinness, Jr. of NCHEMS highlights education initiatives that states have adopted since 1997-98. It is available in HTML format at http://measuringup2000.highereducation.org/main.htm.

A Review of Tests Performed on the Data in Measuring Up 2000, June 2001.
This report by Peter Ewell of the National Center for Higher Education Management Systems (NCHEMS) describes the statistical testing performed on the data in Measuring Up 2000. It is available in PDF format at http://measuringup2000.highereducation.org/pdf/review.pdf.

Comments: The National Center for Public Policy and Higher Education is an independent, nonprofit, nonpartisan organization. It was established in 1998 to stimulate effective public policy through research, analysis and more inclusive and robust public conversation about higher education's role in American society. Supported by philanthropic foundations, the National Center is not affiliated with any institution of higher education or government agency.

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Keywords: Access, Accountability, Achievement, Affordability, Assessment/Testing, Degree Attainment, Financial Aid, Graduation Rates, K-12, K-16, Outcomes/Earnings, Participation/Participation Rates, Persistence/Retention, Sourcebook

Level: 50-State, National

Organization: **National Education Goals Panel (NEGP)**

Title: **National Education Goals Panel Reports**

Date: Annual

Description: In 1989, the President and the governors met in Charlottesville, Virginia to focus on how to improve America's educational performance. This Education Summit led to the adoption of six National Education Goals, later expanded to eight by Congress in 1994. Essentially, the Goals state that by the year 2000:

* All children will start school ready to learn.
* The high school graduation rate will increase to at least 90%.
* All students will become competent in challenging subject matter.
* Teachers will have the knowledge and skills that they need.
* U.S. students will be first in the world in mathematics and science achievement.
* Every adult American will be literate.
* Schools will be safe, disciplined, and free of guns, drugs, and alcohol.
* Schools will promote parental involvement and participation.

Since that time, the National Education Goals Panel has issued nine annual reports to show how much progress the nation and the states have made toward the National Education Goals. In addition, they regularly produce other data and policy reports focused on specific topics. Over this period, the Goals Panel itself helped focus national, state, and local data collection efforts so that both the quantity and the quality of education data, particularly at the state level, have improved markedly.

Data Collected:

Goal 1: Ready to Learn
- Children's Health Index
- Immunizations
- Low birthweight
- Early prenatal care
- Preschool programs for children with disabilities

Goal 2: School Completion
- High school completion rates
- High school dropout rates

Goal 3: Student Achievement and Citizenship
- Reading, writing, math, and science achievement
- Advanced Placement performance

Goal 4: Teacher Education and Professional Development
- Academic degrees and teaching certificates
- Professional development
- Preparation to teach limited English proficient students
- Teacher support

Goal 5: Mathematics and Science
- International math and science achievement
- Math instructional practices and resources
- Math and science degrees

Goal 6: Adult Literacy and Lifelong Learning
- Adult literacy
- Voter registration and voting
- Participation in higher education

Goal 7: Save, Disciplined, and Alcohol- and Drug-free Schools
- Marijuana and alcohol use
- Availability of drugs on school property
- Student victimization, physical fights, carrying a weapon, and safely
- Teacher victimization
- Disruptions in class by students

Goal 8: Parental Participation
- Parental involvement in schools
- Influence of parent associations

Availability: Reports of the National Education Goals Panel are available in PDF format at http://www.negp.gov/page9-3.htm. In addition, print copies may be ordered free of charge from an order form at http://www.negp.gov/page9-1.htm. The NEGP web site also offers a mew interactive data center at http://www.negp.gov/datasystemlinks.html where users can view tables and graphs, compare states, compare one state to other states and to the nation, and find out who the highest performing states in the nation are on particular goal indicators.

Key Publications:

The National Education Goals Report: Building a Nation of Learners, 1999.
This is the ninth annual report of the National Education Goals Panel reporting progress on the eight national goals for the nation as a whole and by state. Improvement over time and high-performing states are highlighted under each indicator. The report is available online at http://www.negp.gov/reports/99rpt.pdf.

Promising Practices: Progress Toward the Goals 2000, 2000.
This report details successful practices and policies in place in 20 states that have made significant progress and demonstrated high achievement in one or more of the eight National Education Goals. This publication "tells the story" behind the data. The report is available at http://www.negp.gov/promprac/promprac00/promprac00.pdf.

Raising Achievement and Reducing Gaps: Reporting Progress Toward Goals for Academic Achievement, March 2001.
This report, authored by Paul E. Barton, provides a new analysis of student achievement scores for states on the National Assessment of Educational Progress (NAEP). The report analyzes state NAEP data to identify state trends in performance as well as changes in the student achievement gap between whites and minority, and top and bottom quartiles. The report is available at http://www.negp.gov/issues/publication/negpdocs/negprep/rpt_barton/barton_paper.pdf.

Comments: The National Education Goals Panel is a bipartisan intergovernmental body of federal and state officials created in July 1990 to assess and report state and national progress toward the National Education Goals. In 1994, the Goals Panel became a fully independent federal agency charged with monitoring and speeding progress toward the eight National Education goals. Under the legislation, the Panel is charged with a variety of responsibilities to support systemwide reform, including: reporting on national and state progress toward the National Education Goals; encouraging the development and use of high academic standards and assessments; identifying promising practices for improving education and reaching the Goals; and building a nationwide, bipartisan consensus to achieve the Goals. Panel members include eight governors, four members of Congress, four state legislators, and two members appointed by the President.

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Keywords: Achievement, Adult Education, Adult Literacy, K-12, K-16, Science/Math/Engineering, Teacher – General

Level: 50-State, National

Organization: **National Science Foundation (NSF)**

Title: ***Science and Engineering Indicators***

Date: Biennial

Description: First produced in 1972, this Congressionally-mandated biennial report provides comprehensive quantitative information about the state of science and engineering (S&E) in the United States. Data are taken from a variety of National Science Foundation surveys (described elsewhere in the Compendium) as well as other sources. New features of the 2000 report include new and enhanced indicators and analysis in the following areas: globalization and international comparisons; output indicators; public attitudes; discussion of school reforms, technology in schools, and distance learning in universities; age and retirement trends; and other areas. Volume I includes analytical text, summary tables, and graphs. Volume II provides detailed descriptive tables.

The 2000 edition marks the 50th anniversary of the creation of the National Science Foundation. In recognition of this event, the National Science Board (NSB) adopted a special historical theme considering the objectives that characterized U.S. science and engineering 50 years ago as a context for examining the current state of the nation's S&E enterprise. The report begins with a special historical chapter and includes historical sidebars in many other chapters. It ends with a chapter on the significance of information technologies for science and the daily lives of our citizens.

Data Collected:

- U.S. and international research and development
- Science and engineering (S&E) workforce
  - Characteristics of S&E workforce
  - Women and minorities
  - Projected demand
  - Foreign-born S&E workers
- Higher education in S&E
  - Institutions
  - Characteristics of students
  - Enrollment
  - Degrees
  - Diversity patterns in enrollment and degrees
- Elementary and secondary education
  - Student achievement
  - Curriculum and instruction
- Academic research and development
- Industry, technology, and the global marketplace
- Public attitudes and understanding about science and technology

Availability: This report is produced biennially and is available online. The 2000 report is described at http://www.nsf.gov/sbe/srs/seind00/start.htm, and users may download HTML and PDF files. Single copies on CD-ROM are also available without charge; the request form is found at http://www.nsf.gov/sbe/srs/seind00/cdseind.htm. Printed copies are available by contacting paperpubs@nsf.gov or calling (301) 947-2722.

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Keywords:

Achievement, Degree Attainment, Enrollment, Federal Support, Finance - Government, Financial Aid, Gender, Graduate Education, International, Labor Force, Outcomes/Earnings, Race/Ethnicity, Science/Math/Engineering, Sourcebook, Technology

Level:

International, National

Organization: **New England Board of Higher Education (NEBHE)**

Title: ***Facts: The Directory of New England Colleges, Universities, and Institutes***

Date: Annual

Description: This annual sourcebook provides information on higher education in New England. The "State-by-State Institutional Listings" section provides basic institutional data (enrollment, endowment, tuition, and full-time employment), as well as names and titles of campus administrators for nearly 280 institutions. A section on NEBHE's Tuition-Saving Interstate Student Exchange Program is also included. Through the 2001 edition, a "Data" section, including many tables and charts, has also been part of "Facts." Also through 2001, "Facts" has been published as a special annual directory issue of "Connection: New England's Journal of Higher Education and Economic Development," NEBHE's quarterly journal.

Beginning in 2002, changes will be taking place. "Facts" will no longer be one of the four quarterly issues of "Connection," but will be published as a special annual issue in January. Also in 2002, the compendium of charts and graphs looking at higher education trends and data will be significantly revised; this information will be presented in the Spring issue of "Connection" rather than in the January "Facts."

Data Collected: State, regional, and national data are provided on:

- Institutions (number and type)
- Enrollment (by type of institution, full- and part-time status, level of study, sex, foreign enrollment)
- Residence and migration
- Degrees conferred (by level, type of institution, women, foreign students, discipline, foreign students)
- Faculty (number by rank, salary)
- Advanced technology (R&D expenditures, patents, federal obligations, enrollment)
- Finance (financial aid, tuition and fees, revenues and expenditures, appropriations)
- Minority participation (enrollment, participation rates, degrees)

Availability: Through 2001, "Facts" may be purchased from NEBHE for $14.95; information is available at http://www.nebhe.org/facts.html. A one-year subscription to Connection, NEBHE's quarterly journal ($20), includes "Facts." Look for changes in 2002, briefly highlighted in the description above.

Related Publications: ***Connection: New England's Journal of Higher Education and Economic Development***

Connection, a quarterly publication of NEBHE since 1986, is a regional journal on higher education and economic development. It provides data and analysis as well as in-depth cover stories on diverse topics, such as educational telecommunications, the changing job market for college graduates, academic research and development, interstate cooperation, higher education financing, and environmental technology. Its annual directory issue, "Facts," serves as a sourcebook on New England higher education. Information on Connection is available at http://www.nebhe.org/conn.html and users may subscribe for $20 per year.

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Keywords:

Degree Attainment, Endowment, Enrollment, Faculty, Federal Support, Finance - Institutional, Finance - Government, Financial Aid, Gender, Graduate Education, Participation/Participation Rates, Race/Ethnicity, Residence/Migration, Revenues/Expenditures, Salary/Benefits, Science/Math/Engineering, Sourcebook, Technology, Tuition/Fees

Level:

Institutional, National, Regional, State

Organization: **Organisation for Economic Co-operation and Development (OECD)**

Title: ***Education at a Glance: OECD Indicators***

Date: Annual

Description: "Education at a Glance - OECD Indicators" is an annual sourcebook providing a comprehensive set of indicators that describe the current state of education internationally. It is organized by themes and provides background information to accompany the many tables and charts. The report addresses the human and financial resources invested in education, how education and learning systems operate and evolve, and the returns to educational investments. The 2000 edition takes a further step towards reporting internationally comparable data on lifelong learning and its impact on society and the economy. It also provides new insights into the financing of education, with a focus on public subsidies and transfers for education and their beneficiaries. The 2001 edition, released in September 2001, includes new indicators on how the levels and distributions of student achievement have evolved; the incentive structures governments offer to attract and retain qualified teachers; the availability and use of information and communication technologies in the teaching-learning process; public subsidies and transfers for education and their beneficiaries; and participation in skill improvement among the employed population. Also in 2001, for many indicators, a significantly larger number of countries are represented.

Data Collected: Each topical area is addressed through a set of indicators, highlighted here:

- Context of Education
  - Relative size of the school-age population
  - Educational attainment of the adult population
- Financial and human resources invested in education
  - Educational expenditure relative to gross domestic product
  - Relative proportions of public and private investments
  - Educational expenditure per student
  - Public funds by level of government
  - Ratio of students to teaching staff
- Access to education, participation, and progression
  - Overall participation in education
  - Participation in and completion of secondary education
  - Access to and participation in tertiary education
  - Completion of and dropout from tertiary education
  - Participation in skill improvement training among workers
- The learning environment and organization of schools
  - Teacher salaries
  - Pre-service training requirements for new teachers
  - Computers in schools and their use
- Individual, social, and labor market outcomes of education
  - Labor force participation by level of educational attainment
  - Earnings and educational attainment
- Student achievement
  - Mathematics achievement in the 4th and 8th grades
  - Student attitudes toward science and math

Availability: "Education at a Glance 2001" is described at http://www1.oecd.org/els/education/ei/eag. Users may download chapter summaries (HTML format), tables (Excel), and other information related to this report. This report is also available for purchase through the OECD Book Shop at http://electrade.gfi.fr/cgi-bin/OECDBookShop.storefront/EN/product/962001051P1. OECD offers an online "Browse_it" service through which users may scroll the book in PDF format, but cannot print the book. Users may also access a searchable online database of internationally comparable data at http://www1.oecd.org/scripts/cde/viewdb.asp?DBNAME=EDU_UOE&DBICON=%2Ficons%2Foecd%2Egif.

Comments: The Organisation for Economic Co-operation and Development (OECD) is an international organization that provides governments a setting in which to discuss and develop economic and social policy. Thirty member countries compare experiences, seek answers to common problems, and work to coordinate domestic and international policies for an increasingly globalized world. A Secretariat in Paris collects data, monitors trends, and analyzes and forecasts economic developments, while others research social changes or evolving patterns in trade, environment, agriculture, technology, taxation and more.

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http://www.oecd.org

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Keywords: Achievement, Adult Education, Adult Literacy, Demographics, Federal Support, Finance - Government, Graduation Rates, International, K-12, Outcomes/Earnings, Participation/Participation Rates, Persistence/Retention, Revenues/Expenditures, Sourcebook, Teacher – General

Level: International

Organization: **Postsecondary Education OPPORTUNITY**

Title: ***Postsecondary Education Opportunity***

Author: Thomas G. Mortenson (editor)

Date: Monthly

Description: This monthly research newsletter analyzes and reports on the demographics, sociology, history, politics, and economics of educational opportunity after high school. Serving as a resource on the condition of and influences that affect postsecondary education opportunity, it is founded on the beliefs that "sound public social policy requires accurate, current, independent, and focused information on the human condition" and that "education is essential to the development of human potential and resources for both private and public benefit." Data are drawn from a variety of sources including the U.S. Bureau of the Census, the U.S. Department of Education, the College Board, ACT, and the UCLA Higher Education Research Institute Freshman Survey. Trend data over past decades are often included, and many topics are addressed on a regular basis.

Data Collected: Examples of recent topics include the following:

- Educational attainment of adults
- Average annual earnings by educational level
- Private economic benefit/cost ratios of a college investment
- High school graduation rates
- College continuation rates for recent high school graduates
- Chance for college by family income
- Freshman-to-sophomore persistence rates
- Unmet and overmet financial need
- Pell grant program participation

Availability: Subscriptions are $124 for twelve issues per year; a student rate of $60 is available for full-time students. Subscriptions may be ordered from the Postsecondary Education Opportunity web site, by mail, or by e-mail (write to subscription@postsecondary.org). An archive of the table of contents of issues back to 1992 is available online at http://www.postsecondary.org/rl/rl_02.htm. Subscribers only have online access to the full articles. (Password information is provided to subscribers.) A free sample issue is available from this URL upon request.

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Keywords: Access, Affordability, Degree Attainment, Demographics, Enrollment, Financial Aid, Gender, Labor Force, Outcomes/Earnings, Participation/Participation Rates, Persistence/Retention, Policy Issues

Level: 50-State, National

Organization: **Southern Regional Education Board (SREB)**

Title: ***Educational Benchmarks***

Date: Biennial

Description: In 1988 SREB's Commission on Education Quality adopted 12 educational goals representing a vision of what could be accomplished by the year 2000. Since 1990, SREB has been gathering information on a biennial basis from state K-12 education agencies and higher education offices to assess progress toward these goals. "Educational Benchmarks 2000," the latest report in this series, addresses accomplishments to date. For each of the 12 goals, the report describes the issue, presents data on accomplishments and improvements, and lists remaining challenges. In addition to the summary report, SREB has prepared a series of shorter policy reports as part of the Educational Benchmarks 2000 series; two of these are highlighted below as "Related Publications."

Data Collected: SREB goals and data address:

- Readiness for school
- Student achievement
- Dropout rates
- Adult education
- College readiness
- Vocational education
- College attendance
- College effectiveness
- Teacher preparation
- School effectiveness
- Salaries
- Funding

Availability: This report is available online in PDF format at http://www.sreb.org/main/Benchmarks2000/Reports/benchmarks2000report.asp. Other publications in the Benchmarks 2000 series are listed at http://www.sreb.org/main/Benchmarks2000/benchmarks2000.asp, and users may view descriptions of reports and download PDF files. PowerPoint presentations of individual state reports may also be accessed from this page. Print copies of all reports are available from SREB, and a publications catalog is found at http://www.sreb.org/main/Publications/pubsindex.asp.

Related Publications: ***A Perspective - Educational Goals and Changes: 1988-2010***
Author Rick Edmonds provides a perspective on progress in the SREB states since 1988. Growth in population and school enrollment trends are highlighted--what was expected and the huge population and job growth that occurred. Looking ahead to 2010, projected job growth shows jobs requiring college degrees outpacing others. Mr. Edmonds concludes with 10 ideas about thinking differently for the 2000s. This report is available at http://www.sreb.org/main/Benchmarks2000/aperspective.asp.

Linking Higher Education Performance Indicators to Goals, February 2000. Nearly all SREB states have developed performance indicators to describe how higher education is responding to what policymakers and the public expect. This report, authored by Joseph D. Creech, tells what we have learned about reporting on colleges' and universities' performance, describes the kinds of information being provided, and shows how performance indicators have influenced policies and practices. This report is available at http://www.sreb.org/main/Benchmarks2000/linkinggoals.asp.

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Keywords:

Accountability, Achievement, Adult Education, Finance - Government, K-12, K-16, Salary/Benefits, Teacher - General, Vocational Education

Level:

National, Regional

Organization: **Southern Regional Education Board (SREB)**

Title: **SREB Data Library**

Date: Annual

Description: The SREB Data Library provides online access to a wealth of state-by-state information about elementary/secondary education and postsecondary education; this includes current and trend data. The databases are organized under general topical areas and are provided in downloadable spreadsheet format (Microsoft Excel 97). The page for each topic provides details on the contents of each spreadsheet, including data elements and years. These databases are used by SREB to prepare the "Fact Book on Higher Education" and "Educational Benchmarks," described elsewhere in this Compendium, as well as other SREB publications.

Data Collected:

- Population and Demographics
- Economics and Government Data
- Elementary and Secondary Education
  - Enrollment and Graduates
  - Student Achievement
  - Finance and Budgets
  - Teachers
- Higher Education
  - Enrollment
  - Graduates
  - Tuition and Fees
  - Student Financial Aid
  - Health Professions Education
  - Finance and Budgets
  - Faculty and Administrators

Availability: The SREB Data Library is available at http://www.sreb.org/main/eddata/datalibrary/datalibindex.asp.

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http://www.sreb.org

Keywords: Achievement, Degree Attainment, Demographics, Endowment, Enrollment, Faculty, Federal Support, Finance - Institutional, Finance - Government, Financial Aid, Gender, Graduate Education, Graduation Rates, K-12, Labor Force, Libraries, Race/Ethnicity, Residence/Migration, Revenues/Expenditures, Salary/Benefits, Staff, Teacher - General, Tuition/Fees

Level: Regional

Organization: **Southern Regional Education Board (SREB)**

Title: ***SREB Fact Book on Higher Education***

Date: Biennial

Description: "SREB Fact Book on Higher Education" is a biennial sourcebook containing data about a number of topics in higher education in the 16 SREB states. The 2001 edition contains more than 75 tables with comparative information on demographics, enrollments, faculty salaries, tuition, and funding. For the first time, there is also a condensed version of the Fact Book. In addition to the regional fact book, SREB publishes separate fact books for each state, containing state-specific highlights and comparisons to national and regional trends. SREB has been providing comparative national, regional, and state-specific trend data since 1956.

Data Collected:

- Population and economy
- Enrollments
- Degrees earned
- Tuition and student financial aid
- Faculty and administrators
- College budgets

Availability: The "SREB Fact Book" is described at http://www.sreb.org/main/EdData/FactBook/factbookindex.asp. From this site, visitors may view regional highlights; download the Condensed Version in PDF format; click on states in a regional map to download individual state reports in PDF format, and access Fact Book Bulletins.

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Keywords: Degree Attainment, Demographics, Enrollment, Faculty, Finance - Institutional, Finance - Government, Financial Aid, Gender, Labor Force, Race/Ethnicity, Revenues/Expenditures, Salary/Benefits, Sourcebook, Tuition/Fees

Level: National, Regional, State

Organization: **Southern Regional Education Board (SREB)**

Title: **SREB-State Data Exchange**

Date: Annual

Description: The SREB-State Data Exchange program among the statewide higher education governing and coordinating boards in the South dates back to 1970. This program annually collects, compiles, and publishes current year statistics on postsecondary education in the SREB region (Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia). The report "SREB-State Data Exchange" is published each year, the latest edition in a 100-page ring-binder format.

Data Collected:

- Institutions by state
- Institutions by type
- Full-time equivalent enrollments, by state, type, and institution
- Degrees and other awards conferred, by state, type, and institution
- Public funding (state and local operating appropriations and tuition and fee revenue) per FTE, by state, type, and institution
- Median annual tuition and fees (undergraduate, graduate, first professional, in-state, and out-of-state), by state, type, and institution
- Weighted average nine-month-equivalent salaries of full-time instructional faculty, by rank, state, type, and institution
- Weighted average nine-month-equivalent fringe benefits of full-time instructional faculty, by rank, state, type of benefit, type of institution, and institution
- Baccalaureate completion rates of baccalaureate seekers at public four-year colleges and universities and completion rates at public two-year colleges and vocational institutes

Availability: The SREB-State Data Exchange report is published annually and copies are available from the SREB Data Services office. The college-by-college databases are available in the SREB Data Library, separately described in this Compendium, at http://www.sreb.org/main/EdData/DataLibrary/datalibindex.asp.

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Keywords: Degree Attainment, Enrollment, Faculty, Finance - Institutional, Finance - Government, Graduation Rates, Revenues/Expenditures, Salary/Benefits, Sourcebook, Tuition/Fees

Level: Institutional, Regional, State

Organization: **U.S. Census Bureau**

Title: ***Statistical Abstract of the United States***

Date: Annual

Description: Published annually by the U.S. Census Bureau, this sourcebook provides an extensive selection of statistics for the United States on social, political, and economic subjects. Containing data from over 200 sources, it is designed to serve as a convenient reference volume and as a guide to important primary sources of statistical information. The 2000 edition, released in February 2001, is the 120th edition of this reference volume.

Data Collected: Data includes:

- Population
  - Race, sex, and age
  - Households and families
  - Immigration
- Birth and death rates
- Health and nutrition
- Education
  - Enrollment
  - Attainment
  - Graduates
  - Degrees conferred
- Adult education
- Vocational training
- Government finances
- Social welfare expenditures
- Labor force participation
- Family incomes
- Consumer price indexes

Availability: This report is available online in PDF format at http://www.census.gov/prod/www/statistical-abstract-us.html. It is organized by section and table number, and there is an interactive index available. Print and CD-ROM versions are available from the Census Bureau. Ordering information for print versions is available at http://www.census.gov/mp/www/pub/gen/msgen11d.html. Ordering information for CD-ROM versions is available at http://www.census.gov/mp/www/rom/msrom3ec.html. For 2000, the softcover version costs $39, the hardcover version costs $48, and the CD-ROM costs $50.

Contact: For content questions:
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New Orders
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For copies of CD-ROMs:
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Keywords:

Achievement, Adult Education, Assessment/Testing, Degree Attainment, Demographics, Disabled Students, Employment, Enrollment, Faculty, Federal Support, Finance - Institutional, Finance - Government, Financial Aid, Freshmen, Gender, Graduate Education, K-12, K-16, Labor Force, Libraries, Outcomes/Earnings, Participation/Participation Rates, Projections, Race/Ethnicity, Revenues/Expenditures, Salary/Benefits, Sourcebook, Staff, State Government, Teacher - General, Technology, Tuition/Fees, Vocational Education, Voluntary Support

Level:

50-State, National, Regional

Organization: **Western Interstate Commission for Higher Education (WICHE)**

Title: ***Regional Fact Book for Higher Education in the West: Policy Indicators for Higher Education: WICHE States***

Date: 2000

Description: First produced in 1996, this regional fact book provides a rich array of policy-relevant information and analyses for the 15 WICHE states. The fourth edition, published in November 2000, presents information on: access, affordability, finance, faculty, technology, and workforce. The document includes multiyear and interstate comparisons and is arranged in five parts: regional indicators; state indicators; Policy Insights, a periodic series of short reports on current issues; tabular data supporting the state and regional indicators; and appendices with supplemental detail.

Data Collected: Key indicators include:

- Population projections
- Educational attainment levels
- High school graduates projections
- Student migration patterns
- Participation rates by race/ethnicity
- College enrollment by sector
- Rates of degree production
- Tuition and fee levels
- Relation of tuition to household income
- Funding for student financial aid
- State appropriations trends
- Higher education's share of state appropriations
- Per-student expenditures
- Sources of institutional revenues
- Faculty salaries
- Access to information technology
- Current and projected employment by occupation and industry

Availability: The report is available online in PDF format at http://www.wiche.edu/PolicyInfo/FactBook/index.htm. A CD-ROM of this publication is available for $25, with the report presented in PDF format and all data tables provided in Excel format. The full print version, containing information on all WICHE states, is available for $40 (320 pages); a print version with regional information and data on one state only is available for $30 (120 pages).

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Additional Contact Information: For copies of reports, call WICHE Publications at (303) 541-0290. Ordering information is available at http://www.wiche.edu/Pubs/orderoptions.htm.

Keywords: Affordability, Degree Attainment, Demographics, Employment, Enrollment, Faculty, Finance - Institutional, Finance - Government, Financial Aid, K-12, Labor Force, Participation/Participation Rates, Projections, Race/Ethnicity, Residence/Migration, Revenues/Expenditures, Salary/Benefits, Sourcebook, Technology, Tuition/Fees

Level: Regional, State

Section II: Students and Learning

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College Board
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CGS/GRE Survey of Graduate Enrollment/Graduate Enrollment and Degrees 52

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University of California, Los Angeles (UCLA), Higher Education Research Institute (HERI) and Brevard College, Policy Center on the First Year of College
Your First College Year Survey 94

Organization: **ACT, Inc.**

Title: **ACT Assessment: National and State Scores**

Date: Annual

Description: Each year, ACT compiles data on over a million students who graduated in the spring of that year and who took the ACT Assessment during their junior or senior year in high school. This includes ACT test score information as well as self-reported information from students on background characteristics, academic preparation, satisfaction with various aspects of high school, and college plans. National and state data are reported to the public; local data are provided to participating schools and districts. The data are used to address a wide variety of policy questions, particularly about student success in college.

Note: because the ACT-tested population may not be representative of a school, district, or state, caution should be used in making comparisons among units.

Data Collected:

- Average ACT scores
  - For all students
  - For males and females
  - For different levels of academic preparation
  - For racial/ethnic groups
  - By career cluster
- ACT subscores
- High school GPA and ACT scores by common course sequences
- Background information
- Planned educational majors and vocational choices
- Student satisfaction with various aspects of high school
- Trends over time

Availability: A national summary report "ACT Assessment" is produced each year and is available from ACT. Selected data from this report for the past several years are available online at http://www.act.org/news/data.html; this includes national summary tables, state average scores, and additional charts and graphs. In addition, a national press release provides a detailed summary of national findings. The 2001 release is found at http://www.act.org/news/releases/2001/08-15-01.html.

ACT provides reports to participating K-12 districts and schools, offers a variety of research and information services to postsecondary institutions (described at http://www.act.org/research/services/index.html), and works with selected states on special projects.

Related Publications: ***Information Brief Series***
ACT's Information Brief Series is intended to inform general audiences about educational issues through research based on ACT's programs. Documents are short and written in simple, non-technical language. They may pertain to a single study, or they may draw on the results of several studies. An index is found at http://www.act.org/research/briefs/index.html.

Research Reports
ACT Research Reports are more technical in nature, and include such topics as test reliability and validity, the meaning of test-score differences, racial/ethnic achievement differences, gender bias, occupations, interests, and related subjects. An index is found at http://www.act.org/research/reports/index.html.

Comments: ACT, Inc., is an independent, not-for-profit organization that provides assessment, research, information, and program management services in the broad areas of educational planning, career planning, and workforce development. Its mission is to help individuals and organizations make informed decisions about education and work, to provide information for life's transitions.

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Keywords: Admissions, Assessment/Testing, Curriculum, Freshmen, K-12, K-16

Level: 50-State, Institutional, National

Organization: **American Council on Education (ACE)**

Title: ***Minorities in Higher Education, Annual Status Report***

Author: William B. Harvey

Date: Annual

Description: This annual status report, released by ACE's Office of Minorities in Higher Education, presents the latest available data on the progress of Hispanics, African Americans, Asian Americans, and American Indians in postsecondary education. The report examines high school completion and college participation rates, college enrollments, educational attainment, and degrees conferred. Data are collected from a wide range of sources, including the U.S. Bureau of the Census, the National Research Council, the National Collegiate Athletic Association, the U.S. Department of Education, the National Center for Education Statistics, and the American Council on Education. The eighteenth annual report, released in September 2001, describes the academic year 2000-2001.

Data Collected: Trend data, by race and gender, are available on:

- High school completion
- College participation and educational attainment
- College enrollment
- College graduation rates (NCAA data)
- Degrees conferred by level and field
- Doctoral degrees
- Employment in higher education

Availability: Excerpts from the 2001 report are available at http://www.acenet.edu/programs/omhe/status-report. The report may be purchased for $24.95, plus $3.50 shipping and handling. Print an order form from http://www.acenet.edu/bookstore/orderforms/puborderform.html or contact ACE Fulfillment Services.

Comments: The ACE Office of Minorities in Higher Education website is found at http://www.acenet.edu/programs/omhe. This office supervises ACE's Minority Initiative, launched in 1987 in response to declining rates of minority participation in higher education.

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Keywords: Degree Attainment, Enrollment, Faculty, Gender, Graduate Education, Graduation Rates, Participation/Participation Rates, Race/Ethnicity, Sourcebook, Staff

Level: National

Organization: **College Board**

Title: **Advanced Placement (AP) Program National and State Summary Reports**

Date: Annual

Description: Currently, over 750,000 students participate in the College Board's Advanced Placement (AP) Program. AP examinations are used by participating colleges to grant credit for college-level work completed in secondary school as well as for placement decisions. In response to increased interest in the program, the College Board produces each year, as part of its reporting process, a series of tables describing student participation in the AP examinations. Both a National Summary Report and individual state summary reports are produced. The College Board also conducts research on the AP program and other publications are available.

Data Collected: Information is provided for each AP exam:
- Total number taken
- AP grade distribution and mean grade for exam
- Racial/ethnic distributions
- Males/females
- 12th grade candidates/11th grade candidates
- Reports designated for in/state colleges/out-of-state colleges
- Participation by exam: public school candidates

Availability: Visit the Advanced Placement Program homepage at http://www.collegeboard.org/ap. The AP national and state summary reports are available online in PDF format at http://www.collegeboard.org/ap/library/state_nat_rpts_00.html.

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http://www.collegeboard.com/

Additional Contact Information: A complete list of national and regional AP contacts is found at http://www.collegeboard.org/ap/info001.html.

For copies of reports:
The College Board online shop is found at http://cbweb4p.collegeboard.org/cgi-bin/ncommerce3/ExecMacro/tcb/tcbsearch.d2w/input or contact a Customer Service Representative at (800) 323-7155 .

Keywords: Assessment/Testing, Curriculum, Freshmen, K-12, K-16

Level: 50-State, National

Organization: **College Board**

Title: **College-Bound Seniors, National and State Reports**

Date: Annual

Description: Each year, the College Board compiles data on over a million high school graduates who participated in the SAT Program during their high school years. SAT test score data are supplemented by self-reported information from a Student Descriptive Questionnaire and by secondary school information supplied by the schools. National summary data are published annually in "College-bound Seniors: A Profile of SAT Program Test Takers;" similar reports for each state are produced as well. The data are used to address a wide variety of policy questions, particularly about student success in college.

Note: because the SAT-tested population may not be representative of a school, district, or state, caution should be used in making comparisons among units.

Data Collected:

- Academic record
  - High school rank
  - High school grade point average
  - Years of study in six academic subjects
- Course-taking patterns
- Background information
  - Ethnicity
  - First language learned
  - Citizenship
  - Disabling condition
  - Plans to apply for financial aid
  - Family income
  - Highest level of parental education
  - Calculator experience
- College plans
  - Intended major
  - Degree-level goal
  - Plans for advanced standing in college courses
- Score distributions for SAT I and SAT II
- High school information
  - Size of senior class
  - Type of high school
  - Location of high school

Availability: Information from the College-Bound Seniors report for the past several years is available online at http://www.collegeboard.org/sat/cbsenior/yr2001/2001reports.html. For 2001 only, users may download in PDF format the complete national report as well as the 50 individual state reports. For previous years, a Table of Contents is provided for each report from which users may click on individual topics to view text and data tables. Printed reports are also available.

The 2001 national report is found at http://www.collegeboard.org/sat/cbsenior/yr2001/pdf/NATL.pdf. A press

release highlighting 2001 findings is found at http://www.collegeboard.org/sat/cbsenior/yr2001/pdf/CompleteCBSReport.pdf.

Related Publications:

Research Notes and Summaries

The College Board conducts research on a broad range of educational topics, including college placement, high school curriculum and grades, access and retention in higher education, student characteristics and preparation, educational policy, and other areas. It has initiated a series of brief research reports on applied topics in a form and length accessible for the general public. These are available for viewing or downloading at http://www.collegeboard.org/research/html/rn_indx.html.

Research Reports

Longer and more technical research reports are available at http://www.collegeboard.org/research/html/rr_indx.html.

Comments:

The College Board is a national, nonprofit membership association whose mission is "preparing, inspiring, and connecting students to college and opportunity." Each year, the College Board serves over three million students and their parents, 22,000 high schools, and 3,500 colleges through major programs and services in college admission, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT, the PSAT/NMSQT, the Advanced Placement Program® (AP), and Pacesetter®. The College Board is committed to the principles of equity and excellence.

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http://www.collegeboard.com/

Keywords: Admissions, Assessment/Testing, Curriculum, Freshmen, K-12, K-16

Level: 50-State, National, State

Organization: **Council of Graduate Schools/Graduate Record Examinations Board (CGS/GRE)**

Title: **CGS/GRE Survey of Graduate Enrollment/Graduate Enrollment and Degrees**

Date: Annual

Description: Since 1986, the Council of Graduate Schools and the Graduate Record Examinations Board have conducted an annual survey of graduate enrollment and degrees. The approximately 680 institutions that are members of the Council, or one of its regional affiliates, are contacted; more than 92 percent of the institutions consistently have completed the survey. The results are published in the annual report, "Graduate Enrollment and Degrees." This report presents highlights from the most recent survey and trends since 1986.

Data Collected:

Graduate enrollment by:
- Field
- Gender
- Ethnicity
- Citizenship
- Full-time/part-time enrollment status
- First-time enrollment

Applications:
- Submitted
- Accepted/not accepted

Degrees by:
- Level (master's and doctoral)
- Field
- Gender

Availability: "Graduate Enrollment and Degrees" is available online in PDF format at http://www.cgsnet.org/VirtualCenterResearch/graduateenrollment.htm. Print copies are available from CGS. Early release data and special analyses are also published in the Council's newsletter, the CGS Communicator, found at http://www.cgsnet.org/PublicationsPolicyRes/Communicatorpdfs/comm_back issues.htm. Data from earlier survey years, as well as appendices providing taxonomies, response rates and other information, are available from the GRE Program in their Annual Report.

Comments: The Council of Graduate Schools Virtual Center for Research (VCR), found at http://www.cgsnet.org/VirtualCenterResearch, is an electronic clearinghouse for studies relating to graduate education. The VCR contains statistical studies conducted by CGS, its member institutions, and by others concerned with graduate education.

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For more information on the Graduate Record Examination, contact Cindy Evans, Educational Testing Service, at (609) 683-2035 or visit the GRE web site at http://www.gre.org.

Keywords:

Degree Attainment, Enrollment, Graduate Education

Level:

National, Regional

Organization: **Indiana University, Center for Postsecondary Research and Planning**

Title: **National Survey of Student Engagement (NSSE)**

Date: Annual

Description: Begun in 2000, the National Survey of Student Engagement (NSSE) is an annual survey of students at four-year colleges and universities designed to provide information about the quality of the undergraduate experience. It asks about how students spend their time, what they feel they've gained from their classes, their assessment of the quality of their interactions with faculty and friends, and other important activities. Research indicates that good educational practices are directly related to high-quality student outcomes. This survey focuses on these empirically confirmed "good practices" in undergraduate education by assessing student engagement in five key areas.

NSSE was pilot-tested at 70 colleges and universities in 1999. 176 institutions participated in 2000, and 321participated in 2001. Institutions are classified into five categories for analysis.

Data Collected: The five benchmarks of effective educational practices addressed by NSSE are:

- Level of academic challenge
- Active and collaborative learning
- Student interactions with faculty members
- Enriching educational experiences
- Supportive campus environment

Availability: Copies of "The NSSE 2000 Report: National Benchmarks of Effective Educational Practice" are available for $20 and can be ordered online at http://www.indiana.edu/nsse/html/order.shtml. A summary of findings, described under Key Publications, is provided at http://www.indiana.edu/nsse/acrobat/excerpts.pdf.

Key Publications: ***The National Survey of Student Engagement: Conceptual Framework and Overview of Psychometric Properties***
This document, authored by George D. Kuh, provides an overview of the NSSE project; describes the questionnaire; discusses the validity, reliability, and credibility of self-report data; provides technical information about the survey; and addresses next steps. This report is available online at · The Missouri Assessment Program (MAP). Performance-based assessment system required by the Outstanding Schools Act of 1993. This report is available online in PDF format at http://www.indiana.edu/nsse/word/framework-2001.pdf.

The NSSE 2000 Report: National Benchmarks for Effective Educational Practice: Excerpts
This report summarizes the major findings from the spring 2000 survey, organized around the five benchmarks of effective educational practices. For each area, both promising findings and disappointing findings are presented. Suggestions are made for using NSSE findings for improvement and accountability. Appendices list participating institutions and provide student

responses to the benchmark questions. This report is available online in PDF format at http://www.indiana.edu/nsse/acrobat/excerpts.pdf.

Comments: NSSE is supported by the Pew Charitable Trusts, and is cosponsored by the Carnegie Foundation for the Advancement of Teaching and the Pew Forum on Undergraduate Learning.

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Keywords: Accountability, Achievement, Curriculum, Freshmen

Level: National

Organization: **Institute of International Education (IIE)**

Title: ***Open Doors***

Date: Annual

Description: Since 1948, the Institute of International Education has conducted an annual census of international students enrolled in U.S. university campuses for degree credit, and of U.S. students studying abroad. Also collected is information on students enrolled in intensive English programs and international scholars at U.S. academic institutions. Results are published in the annual report, "Open Doors."

Data Collected:

- National origin
- Sources of financial support
- Fields of study
- Host institutions
- Academic level
- Rates of growth of the international student population in the U.S.
- Economic impact of foreign students to the host state and national economies

Availability Print copies of "Open Doors 2001" are available for $42.95. A CD-ROM with "50 Years of Open Doors" is available for $129.00. Both may be ordered through the IIE online bookstore at http://www.iiebooks.org/statres.html. Custom research reports are available for a fee from IIE Research at (212) 984-5348. In addition, "Open Doors on the Web," found at http://www.opendoorsweb.org, offers selected data tables, press releases, and additional resources on international student mobility.

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Call (800) 445-0443, e-mail iiebooks@pmds.com, or order from the IIE Online Bookstore at http://www.iiebooks.org/statres.

Keywords: Enrollment, International, Residence/Migration

Level: International

Organization: **National Association for College Admission Counseling (NACAC)**

Title: ***Admissions Trends Survey***

Date: Annual

Description: Published annually since 1988, this report by the National Association for College Admission Counseling collects information about applications, recruitment activities, technology, and other issues relevant to students' college application and selection process. In addition to the customary questions, the 2001 survey included one additional question requesting open-ended information about who answers electronic inquiries sent to the admission office. Data are based on surveys distributed each fall to college and university deans and directors of admission at four-year and two-year member institutions. In 2001, the survey was sent to 1,600 institutions, and 421 surveys were returned for a response rate of 26 percent.

Data Collected:

- Type of institution (public/private, 4- or 2- year, undergraduate enrollment, number of entering freshmen)
- Freshman application trends
  - Electronic inquiries
  - Online applications
- Admissions criteria
- Admissions practices
  - Wait lists
  - Early decision/early action (percent offering these options, acceptance rates)
- Diversity (early outreach programs to target underrepresented students)
- Applications by home-schooled students
- Admission office budget and management
- Technology in admission

Availability: The 2001 survey is available online in PDF format at http://www.nacac.com/trends_2001.pdf. In addition, the February 2001 NACAC Bulletin featured an in-depth look at the factors affecting admission decisions, based on 10 years of NACAC Admission Trends Survey results. This is found at http://www.nacac.com/trends_10years.pdf.

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Keywords: Admissions, Freshmen

Level: National

Organization: **National Center for Education Statistics (NCES)**

Title: **Baccalaureate and Beyond Longitudinal Study (B&B)**

Description: This longitudinal study provides information concerning education and work experiences after completion of the bachelor's degree. It provides both cross-sectional information one year after bachelor's degree completion and longitudinal data concerning entry into and progress through graduate level education and the work force. A special emphasis is on the career paths and patterns of those entering public service areas, particularly teaching.

B&B is based on the National Postsecondary Student Aid Study (NPSAS), a separate NCES study described elsewhere in this Compendium. NPSAS provides an efficient way of identifying a nationally representative sample of baccalaureate degree completers, and base year data for B&B come from the NPSAS 93 cohort. The first follow-up of these students took place in 1994, and the second follow-up took place in 1997. B&B will follow this sample for about 12 years. The next scheduled B&B cohort will be associated with the NPSAS 2000 survey.

Data Collected: Appropriate information is collected at each stage in the longitudinal study, both from institutional records, student interviews, and parent interviews (base year only). Among the data items collected are:

- Base year
  - Student record information, including major, admission test scores, grade point average, financial aid awards
  - Student interview information, including reasons for selecting the school they attended, highest degree expected, employment and income, expectations for employment and graduate school, and plans to enter the teaching profession
  - Parent information, including education, income, and employment

- First follow-up: one year after graduation
  - Employment after degree completion
  - Job search activities
  - Expectations for and entry into teaching
  - Teacher certification status
  - Job training and responsibilities
  - Expectations/entry into graduate school
  - Enrollment after degree
  - Family formation and responsibilities
  - Undergraduate transcript information

- Second follow-up: four years after graduation
  - Employment history and career progress
  - Enrollment history
  - Job search strategies (after each new degree completed)
  - Entry into/persistence in/resignation from teaching career
  - Teacher certification status
  - Teacher career paths
  - Income
  - Family formation and responsibilities

Availability:

B&B products are too numerous to describe here, and users should visit the B&B homepage at http://nces.ed.gov/surveys/b&b for up-to-date survey information. Specifically, visit the NCES Electronic Catalog for B&B at http://nces.ed.gov/pubsearch/getpubcats.asp?sid=015 for links to B&B reports, data products (including CD-ROMs), technical papers, and working papers. A complete product list is provided, and users can click on a title for the product abstract, online availability, ordering information, and other descriptors; in some cases, free copies of reports are available from ED Pubs. Additional information on ordering NCES publications is found at http://nces.ed.gov/help/orderinfo.shtml.

Data from this survey are also available through NCES' Data Analysis System (DAS), found at http://nces.ed.gov/das. DAS is a Windows software application that provides access to Department of Education survey data, allowing users to specify the information they want displayed in a table. The output table will contain the estimates (usually percentages of students) and corresponding standard errors which are calculated taking into account the complex sampling designs used in NCES surveys. In addition, the DAS software can create correlation matrices which can be used as input for most popular statistical programs to conduct multivariate analysis.

Key Publications:

B&B Teacher Report: Out of the Lecture Hall and Into the Classroom: 1992-93 College Graduates and Elementary/Secondary School Teaching, September 1996.
This report uses data from B&B's first follow-up study and focuses on graduates' transitions into teaching one year after graduation. It describes new entrants into the teacher pipeline (potential new teachers) and compares those within the pipeline, with an emphasis on undergraduate academic experience of new teachers, others in the pipeline, and non-teachers. This report is described at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=96899, and a PDF file may be downloaded.

Progress Through the Teacher Pipeline: 1992-93 College Graduates and Elementary/Secondary School Teaching as of 1997, January 2000.
This report uses data from B&B's second follow-up study, following 1992-93 college graduates' progress through the teacher pipeline. It is organized by a conceptual "teacher pipeline" that represents a teacher's career. This pipeline includes preparatory activities (considering teaching, student teaching, becoming certified, and applying for jobs) as well as teaching experiences and future plans. This report is described at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2000152, and a PDF file may be downloaded.

Attrition of New Teachers Among Recent College Graduates: Comparing Occupational Stability among 1992-93 College Graduates Who Taught and Those Who Worked in Other Occupations, April 2001.
This report examines the occupation stability of bachelor's degree recipients during the first 4 years after receiving the bachelor's degree. The analyses addresses whether graduates who were teaching in 1994 were more or less likely than those in other occupations to leave the work force or work in a different occupation in 1997. This report is described at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001189, and a PDF file may be downloaded.

Competing Choices: Men's and Women's Paths After Earning a Bachelor's Degree, March 2001.
This report aims to provide a context for understanding the paths that women and men take toward graduate degrees, employment, marriage, and parenthood during the first 4 years after earning their bachelor's degree. In particular, the analysis seeks to identify how these behaviors are interrelated. This report is described at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001154, and a PDF file may be downloaded.

From Bachelor's Degree To Work: Major Field of Study and Employment Outcomes of 1992-93 Bachelor's Degree Recipients Who Did Not Enroll in Graduate Education by 1997, February 2001.
This report investigates the relationship between undergraduate majors and early employment outcomes of 1992-93 college graduates who had not enrolled in graduate school within 4 years of obtaining their bachelor's degree. Outcomes include salaries earned in 1994 and 1997, job stability, job benefits in 1997, and satisfaction with employment. This report is described at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001165, and a PDF file may be downloaded; this report will only be available online.

Comments:

NCES' National Postsecondary Student Aid Study (NPSAS), a large nationally representative sample of institutions, students, and parents, provides base year data for both the Baccalaureate and Beyond Longitudinal Study (B&B) and the Beginning Postsecondary Students Longitudinal Study (BPS). New cohorts for B&B alternate with BPS in using NPSAS as their base. All of these studies are described in this Compendium.

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Keywords:

Achievement, Degree Attainment, Employment, Graduate Education, Labor Force, Longitudinal Survey, Outcomes/Earnings, Teacher - General, Teacher Mobility-General

Level:

National

Organization: **National Center for Education Statistics (NCES)**

Title: **Beginning Postsecondary Students Longitudinal Study (BPS)**

Description:

The Beginning Postsecondary Student Longitudinal Study (BPS) follows students from initial time of entry into postsecondary education (PSE) through leaving and entering the work force. BPS addresses issues of persistence, progress, and attainment, as well as issues related to transitions between undergraduate and graduate education, and transitions between PSE and work. BPS was initiated to complement NCES' high school cohort longitudinal studies; because older students are increasingly included in PSE, high school cohort studies are not representative of all postsecondary participants at a given point in time. By following a PSE cohort that includes both "non-traditional" as well as "traditional" students, BPS is representative of all beginning students in PSE and is able to determine to what extent, if any, students who start PSE later differ in their progress, persistence, and attainment.

BPS is based on the National Postsecondary Student Aid Study (NPSAS), a separate NCES study described elsewhere in this Compendium. NPSAS provides a highly efficient and cost-effective way of identifying a nationally representative sample of beginning students in PSE; NPSAS also provides base year data from student interviews, parent interviews, postsecondary transcripts, and financial aid records. The first BPS followed the NPSAS:90 cohort, collecting information in 1992 and again in 1994. The second BPS followed the NPSAS:96 cohort, with the first BPS followup in 1998.

Data Collected:

- Background/family characteristics
- Enrollment history/student persistence
- Financial aid and debt
- Degree attainment
- Attrition
- Employment history
- Attitudes and opinions

Availability:

BPS products are too numerous to describe here, and users should visit the BPS homepage at http://nces.ed.gov/surveys/bps for up-to-date survey information. Specifically, visit the NCES Electronic Catalog for BPS at http://nces.ed.gov/pubsearch/getpubcats.asp?sid=014 for links to BPS reports, data products (including CD-ROMs), technical papers, and working papers. A complete product list is provided, and users can click on a title for the product abstract, online availability, ordering information, and other descriptors; in some cases, free copies of reports are available from ED Pubs. Additional information on ordering NCES publications is found at http://nces.ed.gov/help/orderinfo.shtml.

Data from this survey are also available through NCES' Data Analysis System (DAS), found at http://nces.ed.gov/das. DAS is a Windows software application that provides access to Department of Education survey data, allowing users to specify the information they want displayed in a table. The output table will contain the estimates (usually percentages of students) and corresponding standard errors which are calculated taking into account the complex sampling designs used in NCES surveys. In addition, the DAS software can

create correlation matrices which can be used as input for most popular statistical programs to conduct multivariate analysis.

Key Publications:

Bridging the Gap: Academic Preparation and Postsecondary Success of First-Generation Students, May 2001.
This report examines the high school preparation and postsecondary persistence of first-generation students--those students whose parents had no education beyond high school--and compares them with students whose parents went to college. It addresses the following question: were first-generation students who were otherwise equally prepared academically comparable to students whose parents went to college in terms of their postsecondary enrollment and performance and rates of persistence and attainment? This report is described at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001153, and a PDF file may be downloaded.

Comments:

NCES' National Postsecondary Student Aid Study (NPSAS), a large nationally representative sample of institutions, students, and parents, provides base year data for both the Baccalaureate and Beyond Longitudinal Study (B&B) and the Beginning Postsecondary Students Longitudinal Study (BPS). New cohorts for B&B alternate with BPS in using NPSAS as their base. All of these studies are described in this Compendium.

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Keywords:

Adult Education, Affordability, Degree Attainment, Disabled Students, Employment, Financial Aid, Freshmen, Longitudinal Survey, Outcomes/Earnings, Persistence/Retention

Level:

National

Organization: **National Center for Education Statistics (NCES)**

Title: **Data on Vocational Education (DOVE)**

Description: Developed in 1987, the Data on Vocational Education (DOVE) program is a system through which NCES collects and analyzes information on vocational education primarily through existing NCES general-purpose surveys (rather than by conducting a special survey on vocational education). DOVE is used to report on the status of the vocational education enterprise at both the secondary and postsecondary levels. Topics include student participation in vocational education, economic outcomes, staff characteristics, and international comparisons of vocational education systems.

Some of the most informative data in the DOVE system are high-school student transcript data. These data allow researchers to identify students who take different amounts and types of vocational education courses, and to examine the relationship between academic and vocational coursetaking. This method of obtaining data provides a more accurate and complete picture of participation in vocational education than can be obtained by any other means. The DOVE system also uses data from NCES' longitudinal studies to examine the economic outcomes associated with participation in vocational education. DOVE is supplemented with data from other federal sources.

Data Collected: Listed below are the primary data sources that are used for the analysis of vocational education issues. Specific data elements for most of these sources are found elsewhere in the Compendium.

NCES sources:
- High school transcript studies (courses taken, grades, credits earned, student characteristics)
- Schools and Staffing Survey (SASS)
- Integrated Postsecondary Education Data System (IPEDS)
- National Postsecondary Student Aid Study (NPSAS)
- National Household Education Survey (NHES): Adult Education Survey
- National Longitudinal Survey of 1972 (NLS-72)
- High School and Beyond (HS&B)
- National Education Longitudinal Study of 1988 (NELS:88)
- Beginning Postsecondary Students Longitudinal Study (BPS)

Other sources:
- National Longitudinal Survey of Youth (Bureau of Labor Statistics)
- Survey of Income and Program Participation (Census Bureau)
- Current Population Survey (Census Bureau)

Availability: DOVE products are too numerous to describe here, and users should visit the DOVE homepage at http://nces.ed.gov/surveys/dove for up-to-date survey information. A list of major DOVE publications is found at http://nces.ed.gov/surveys/dove/publications.asp and abstracts and hotlinks are provided.

For a complete product list, visit the NCES Electronic Catalog for DOVE at http://nces.ed.gov/pubsearch/getpubcats.asp?sid=093. This page contains links to DOVE reports, data products, and shorter publications, and users can

click on a title for the product abstract, online availability, ordering information, and other descriptors; in some cases, free copies of reports are available from ED Pubs. Additional information on ordering NCES publications is found at http://nces.ed.gov/help/orderinfo.shtml.

Key Publications:

Vocational Education in the United States: Toward the Year 2000, February 2000.
Vocational education at the turn of the century is an enterprise in transition. This publication addresses the primary question about the size of the enterprise at the secondary and postsecondary levels and whether it is growing, shrinking, or holding constant over time. The report also presents findings about the academic preparation of high school students who participate in vocational education, relevant school reform efforts, and transitions after high school. To set the context for understanding these findings, the report describes economic and labor market trends and their implications for vocational programs, as well as changing workplace practices and employer perspectives on worker skills and proficiency. The report is described at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2000029, and a PDF file may be downloaded.

Related Publications:

Changes in High School Vocational Coursetaking in a Larger Perspective, October 2000.
This "Stats in Brief" report looks at trends in vocational coursetaking among high-school students, examining these trends in light of labor market changes. The report is described at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001026, and a PDF file may be downloaded.

Comments:

The DOVE system is a primary data source for the National Assessment of Vocational Education (NAVE), a periodic, congressionally mandated evaluation of federal vocational education programs. Information on NAVE is available at http://www.ed.gov/offices/OUS/PES/NAVE.

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Keywords: Adult Education, Curriculum, Employment, Enrollment, K-12, Labor Force, Outcomes/Earnings, Vocational Education, Workforce Preparation

Level: International, National

Organization: **National Center for Education Statistics (NCES)**

Title: **High School and Beyond (HS&B)**

Description: High School and Beyond (HS&B) is a longitudinal study that describes the activities of seniors and sophomores as they progress through high school, postsecondary education, and into the workplace. The base year sample survey was conducted in 1980 and collected data from over 58,000 students (30,000 seniors and 28,000 sophomores) from over 1,000 public and private high schools from across the country. Follow-up data were collected in 1982, 1984, 1986, and 1992. Data were collected from parents, teachers, high school transcripts, student financial aid records, and postsecondary transcripts in addition to student questionnaires and interviews.

Data Collected:

- Student questionnaire
  - School experiences
  - Test scores
  - School performance
  - Future educational plans
  - Future occupational goals
- School questionnaire
  - Enrollment
  - Staff
  - Educational programs
  - Dropout rates
  - Special programs for handicapped and disadvantaged students
- Parent survey
  - Family attitudes
  - Family income
  - Parent occupation and employment
  - Financial planning
- Teacher checklist
  - Teacher observations of students in and out of the classroom
- Follow-up questions
  - Work experience
  - Postsecondary education experience
  - Job satisfaction

Availability: HS&B products are too numerous to describe here, and users should visit the HS&B homepage at http://nces.ed.gov/surveys/hsb for survey information. Specifically, visit the NCES Electronic Catalog for HS&B at http://nces.ed.gov/pubsearch/getpubcats.asp?sid=022 for links to HS&B reports, data products (including CD-ROMs), technical papers, and working papers. A complete product list is provided, and users can click on a title for the product abstract, online availability, ordering information, and other descriptors; in some cases, free copies of reports are available from ED Pubs. Additional information on ordering NCES publications is found at http://nces.ed.gov/help/orderinfo.shtml.

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contain the estimates (usually percentages of students) and corresponding standard errors which are calculated taking into account the complex sampling designs used in NCES surveys. In addition, the DAS software can create correlation matrices which can be used as input for most popular statistical programs to conduct multivariate analysis.

Key Publications:

Credits and Attainment: Returns to Postsecondary Education Ten Years After High School, March 2001.
This report examines 16 student characteristics and their association with earnings 10 years after high school. The factors include family and demographic background, college curriculum, student academic performance, degree attainment, and early labor force experience. This report is only available online and is found at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001168.

Comments:

The longitudinal studies program at NCES was established to provide ongoing, descriptive information about what is occurring at the various levels of education and the major transition phases of student's lives. Trend comparisons can be made between cohorts from High School and Beyond, the National Longitudinal Survey of 1972, and the National Educational Longitudinal Study of 1988, all described in this Compendium.

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http://nces.ed.gov/help/orderinfo.shtml

Keywords:

Achievement, Curriculum, Degree Attainment, Employment, Gender, K-12, K-16, Longitudinal Survey, Outcomes/Earnings, Participation/Participation Rates, Persistence/Retention

Level:

National

Organization: **National Center for Education Statistics (NCES)**

Title: **IPEDS Completions Survey**

Date: Annual

Description: The IPEDS Completions Survey (C) is one of several data collection surveys that comprise NCES' Integrated Postsecondary Education Data System (IPEDS), described elsewhere in this Compendium. The primary purpose of this survey is to collect data on the number of degrees and other formal awards conferred by postsecondary institutions in the United States. The survey collects information on all completions occurring during July 1 through June 30 of the previous year. Information is collected by level, field of study (using the Classification of Instructional Program (CIP) code), race/ethnicity, and gender.

Data Collected: Degrees/awards granted:

- By level
- By program/field of study
- By race/ethnicity
- By gender
- By state

Availability: Data from the IPEDS Institutional Characteristics Survey are published annually in "Degrees and Other Awards Conferred by Title IV Participating, Degree-granting Institutions." The latest report, published in February 2001 and describing 1997-98 awards conferred, is found at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001177.

Data files from this survey are also available from NCES, and these data are published in other NCES reports such as the Digest of Education Statistics. For an up-to-date list of all IPEDS products, go to http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010; users can scan this list for materials related to the Completions survey. This list includes sections on Data Products, Reports, Shorter Publications, Technical/Methodological reports, and Working Papers that relate to IPEDS; hotlinks are provided to each product description, and from there, users may read about the product, download print versions, and order copies of published documents and data files (CD-ROM).

Users may also search NCES' Electronic Catalog at http://nces.ed.gov/pubsearch/index.asp. Under "Search on one or more of the following fields", option #1 allows users to search either Titles or Product Abstracts for specific words such as "degrees." The resulting search list contains product abstracts and hotlinks to full product descriptions.

Finally, persons interested in specific data fields from this survey can use the IPEDS Peer Analysis System, found at http://nces.ed.gov/ipedspas. This web-based tool is designed to enable users to easily compare a postsecondary institution of the user's choice to a group of peer institutions, also selected by the user. The system generates reports using selected IPEDS variables of interest.

Key Publications:

Degrees and Other Awards Conferred by Title IV Participating, Degree-granting Institutions: 1997-98, February 2001.
This publication provides information on the number of degrees and other awards conferred by Title IV participating, degree-granting institutions located within the 50 states and District of Columbia during academic year 1997-98. Included are summaries by level of degree, field of study, race/ethnicity and gender of recipients, and state. This report is available online at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001177, and a PDF file may be downloaded; this report will only be available online.

Comments:

For an overview of IPEDS, see the separate entry for the Integrated Postsecondary Education Data System (IPEDS) elsewhere in this Compendium.

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Keywords:

Degree Attainment, Gender, Graduate Education, Race/Ethnicity

Level:

50-State, Institutional

Organization: **National Center for Education Statistics (NCES)**

Title: **IPEDS Fall Enrollment Survey**

Date: Annual

Description: The IPEDS Fall Enrollment Survey (EF) is one of several data collection surveys that comprise NCES' Integrated Postsecondary Education Data System (IPEDS), described elsewhere in this Compendium. The primary purpose of this survey is to collect enrollment data that describe the status of the student enrollment in postsecondary education in the United States and its outlying areas. This survey provides annual data on full- and part-time enrollment by race/ethnicity and sex for undergraduates, first professional, and graduate students. Age distributions by level of enrollment and sex are collected in odd-numbered years, and first-time degree-seeking student enrollments by residence status are collected in even-numbered years.

Data Collected:

- Full-time and part-time enrollments
- Level (undergraduate, graduate, first-professional)
- Race/ethnicity
- Gender
- Programs (collected in even years)
- Age data (collected in odd years)
- Residence of first-time freshman (collected in even years)

Availability: The most recent available data from the Fall Enrollment Survey are published annually in NCES' Digest of Education Statistics and Condition of Education, among other reports. These reports are described separately in this Compendium. Data files from this survey are also available from NCES.

For an up-to-date list of all IPEDS products, go to http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010; users can scan this list for materials related to the Fall Enrollment survey. This list includes sections on Data Products, Reports, Shorter Publications, Technical/Methodological reports, and Working Papers that relate to IPEDS; hotlinks are provided to each product description, and from there, users may read about the product, download print versions, and order copies of published documents and data files (CD-ROM).

Users may also search NCES' Electronic Catalog at http://nces.ed.gov/pubsearch/index.asp. Under "Search on one or more of the following fields", option #1 allows users to search either Titles or Product Abstracts for specific words such as "enrollment." The resulting search list contains product abstracts and hotlinks to full product descriptions.

Finally, persons interested in specific data fields from this survey can use the IPEDS Peer Analysis System, found at http://nces.ed.gov/ipedspas. This web-based tool is designed to enable users to easily compare a postsecondary institution of the user's choice to a group of peer institutions, also selected by the user. The system generates reports using selected IPEDS variables of interest.

Comments: For an overview of IPEDS, see the separate entry for the Integrated Postsecondary Education Data System (IPEDS) elsewhere in this Compendium.

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http://nces.ed.gov/help/orderinfo.shtml

Keywords: Enrollment, Freshmen, Gender, Graduate Education, Race/Ethnicity, Residence/Migration

Level: 50-State, Institutional, National

Organization: **National Center for Education Statistics (NCES)**

Title: **National Education Longitudinal Study of 1988 (NELS:88)**

Description: The National Education Longitudinal Study of 1988 follows a cohort of eighth-graders through high school and into postsecondary education and the workforce. This study is designed to provide trend data about critical transitions experienced by young people as they develop, attend school, and embark on their careers. In the 1998 base year, NLS:88 surveyed 25,000 students attending 1,000 public and private schools; the study also surveyed their parents, teachers, and school principals, and collected student assessment data. The first two follow-up surveys, conducted in 1990 and 1992, addressed academic growth, school experiences, coursework, and instructional practices, based on surveys of students, dropouts, teachers, principals, and parents (1992 only), as well as student assessment data and high school transcript data (1992 only). The third follow-up, conducted in 1994, addressed postsecondary education entrance, persistence, transfer, and withdrawals; student characteristics; student financial aid; academic performance data; and labor force participation. This was based on surveys of students and dropouts. A fourth follow-up was scheduled for 2000 when most sample members would have completed their postsecondary education.

Data Collected:

- Parental background
- Family characteristics
- Student characteristics
- Cognitive test results in reading, math, science, history/government (8th, 10th, and 12th grades)
- School experiences
- Extracurricular activities
- High school transcripts
- Parental interaction with schools
- School characteristics
- Teaching staff characteristics
- Teacher background
- Teacher perceptions
- Teacher descriptions of teaching practices
- Graduation from high school
- Attending postsecondary school

Availability: NELS:88 products are too numerous to describe here, and users should visit the NELS:88 homepage at http://nces.ed.gov/surveys/nels88 for survey information. Specifically, visit the NCES Electronic Catalog for NELS:88 at http://nces.ed.gov/pubsearch/getpubcats.asp?sid=023 for links to NELS:88 reports, data products (including CD-ROMs), technical papers, and working papers. A complete product list is provided, and users can click on a title for the product abstract, online availability, ordering information, and other descriptors; in some cases, free copies of reports are available from ED Pubs. Additional information on ordering NCES publications is found at http://nces.ed.gov/help/orderinfo.shtml.

Data from this survey are also available through NCES' Data Analysis System (DAS), found at http://nces.ed.gov/das. DAS is a Windows software application that provides access to Department of Education survey data, allowing users

to specify the information they want displayed in a table. The output table will contain the estimates (usually percentages of students) and corresponding standard errors which are calculated taking into account the complex sampling designs used in NCES surveys. In addition, the DAS software can create correlation matrices which can be used as input for most popular statistical programs to conduct multivariate analysis.

Comments: The longitudinal studies program at NCES was established to provide ongoing, descriptive information about what is occurring at the various levels of education and the major transition phases of student's lives. Trend comparisons can be made between cohorts from High School and Beyond, the National Longitudinal Survey of 1972, and the National Educational Longitudinal Study of 1988, all described in this Compendium.

Key Publications: ***Mapping the Road to College: First-Generation Students' Math Track, Planning Strategies, and Context of Support***, March 2000.
This report compares first-generation students (i.e., those whose parents have no more than a high school education) with their peers whose parents attended college. It focuses on mathematics course taking--the effectiveness of taking algebra in 8th grade and advanced math courses in high school in getting to college--and planning strategies students used to prepare for college. The report also examines the involvement of students' parents, teachers, and other "institutional agents" capable of helping them prepare for college. This report is described at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2000153, and a PDF file may be downloaded.

Related Publications: ***Educational Achievement and Black-White Inequality***, July 2001.
This report explores the relationship between black-white differences in educational achievement and subsequent educational and economic outcomes, including college attendance, college completion, and employment and earnings. Using data from NELS:88, High School and Beyond, and the National Longitudinal Study of the H.S. Class of 1972 and covering the late 1970s through the early 1990s, this study makes comparisons between overall disparities between blacks and whites, and disparities between blacks and whites with similar levels of educational achievement, as measured by mathematics and reading test scores. This report is described at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001061, and a PDF file may be downloaded.

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Keywords: Achievement, Curriculum, Degree Attainment, Employment, K-12, K-16, Longitudinal Survey, Participation/Participation Rates, Persistence/Retention, Race/Ethnicity

Level: National

Organization: **National Center for Education Statistics (NCES)**

Title: **National Longitudinal Study of 1972 (NLS-72)**

Description: The National Longitudinal Study of the High School Class of 1972 (NLS-72), NCES' first longitudinal study, explores the transitions students make from high school to college to work. Participants were selected when they were seniors in high school in the spring of 1972, and in a supplementary sample drawn in 1973. The records include the base year survey; follow-up surveys in 1973, 1974, 1976, 1979, and 1986; high school records; and postsecondary transcripts (collected in 1984).

Data Collected:

- Age
- Sex
- Racial/ethnic background
- Physical handicap
- Socio-economic status of family and community
- School characteristics
- Future educational and work plans
- Test scores
- School experiences
- School performance
- Work status
- Work performance and satisfaction

Additional information from follow-up surveys:

- Community characteristics
- Educational and work plans
- Educational attainment
- Work history
- Attitudes and opinions
- Postsecondary school characteristics
- Grade average
- Credits earned
- Financial assistance for postsecondary education

Availability: NLS-72 products are too numerous to describe here, and users should visit the NLS-72 homepage at http://nces.ed.gov/surveys/nls72 for survey information. Specifically, visit the NCES Electronic Catalog for NLS-72 at http://nces.ed.gov/pubsearch/getpubcats.asp?sid=021 for links to NLS-72 reports, data products (including CD-ROMs), technical papers, and working papers. A complete product list is provided, and users can click on a title for the product abstract, online availability, ordering information, and other descriptors; in some cases, free copies of reports are available from ED Pubs. Additional information on ordering NCES publications is found at http://nces.ed.gov/help/orderinfo.shtml.

Data from this survey are also available through NCES' Data Analysis System (DAS), found at http://nces.ed.gov/das. DAS is a Windows software application that provides access to Department of Education survey data, allowing users to specify the information they want displayed in a table. The output table will contain the estimates (usually percentages of students) and corresponding standard errors which are calculated taking into account the complex

sampling designs used in NCES surveys. In addition, the DAS software can create correlation matrices which can be used as input for most popular statistical programs to conduct multivariate analysis.

Key Publications:

Mapping the Road to College: First-Generation Students' Math Track, Planning Strategies, and Context of Support, March 2000
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Comments:

The longitudinal studies program at NCES was established to provide ongoing, descriptive information about what is occurring at the various levels of education and the major transition phases of student's lives. Trend comparisons can be made between cohorts from High School and Beyond, the National Longitudinal Survey of 1972, and the National Educational Longitudinal Study of 1988, all described in this Compendium.

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Keywords: Achievement, Curriculum, Degree Attainment, Employment, K-12, K-16, Longitudinal Survey, Outcomes/Earnings, Participation/Participation Rates, Persistence/Retention, Race/Ethnicity

Level: National

Organization: **National Center for Education Statistics (NCES)**

Title: **Recent College Graduates Study (RCG)**

Description: The Recent College Graduates Study (RCG) collects data on the immediate post-degree employment and educational experiences of persons who obtained bachelor's or master's degrees, with heavy emphasis on those graduates qualified to teach at the elementary and secondary levels. RCG addresses such issues as the number and percent of recent graduates who are qualified to teach and who enter the teaching profession; the kinds of jobs recent college graduates are getting by program area or major field; the extent to which graduates get jobs in the area of their major field; the extent to which jobs differ for men and women in the same field; unemployment of graduates; and jobs obtained by baccalaureate or master's degree recipients that do not require a 4-year college degree. RCG was conducted sporadically between 1976 and 1991; the 1987 survey was augmented with the collection of college transcript data. In 1993, NCES established a longitudinal survey of graduating college seniors which replaced RCG; this survey, Baccalaureate and Beyond, is described elsewhere in this Compendium.

Data Collected:

- Date of graduation
- Field of study
- Number of graduates newly qualified to teach
- Further enrollment
- Financial aid
- Employment status
- Teacher employment characteristics
- Job characteristics and earning
- Residence
- Age
- Marital status
- Sex
- Race/ethnicity

Availability: RCG has not generated new data in recent years, but many products, including older data files, are available. Visit the NCES Electronic Catalog for RCG at http://nces.ed.gov/pubsearch/getpubcats.asp?sid=012 for links to RCG reports, data products (including CD-ROMs), technical papers, and working papers. A complete product list is provided, and users can click on a title for the product abstract, online availability, ordering information, and other descriptors; in some cases, free copies of reports are available from ED Pubs. Additional information on ordering NCES publications is found at http://nces.ed.gov/help/orderinfo.shtml.

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Additional Contact Information: Because RCG is not an active survey area, no NCES staff member is currently assigned as contact person for this study.

Keywords: Employment, Graduate Education, Labor Force, Outcomes/Earnings, Teacher - General

Level: National

Organization: **National Science Foundation (NSF)**

Title: **National Survey of College Graduates (NSCG)**

Description: The National Survey of College Graduates (NSCG) is designed to provide data on the number and characteristics of individuals with education and/or employment in science and engineering (S&E) in the U.S. The survey is useful to educational planners within the federal government and academia and to employers in all sectors to understand trends in employment opportunities and salaries in S&E fields. The 1993 survey provides baseline data for the decade of the 1990s; based on 1990 Census data, respondents were individuals living in the U.S. in the reference week of April 15th and holding a bachelor's or higher degree. The 1995, 1997 and 1999 panel surveys are limited to those either holding one or more degrees in an S&E field or those working in an S&E occupation.

This survey is designed to complement the other surveys of scientists and engineers conducted by NSF's Division of Science Resources Statistics (SRS). This combined system is known as SESTAT (Scientists and Engineers Statistical Data System), a comprehensive and integrated system of information about the employment, educational, and demographic characteristics of scientists and engineers. The SESTAT Integrated Databases each contain records on over 100,000 college graduates with an education and/or occupation in a natural science, social science, or engineering field, currently representing about 12 million scientists and engineers in the United States.

Data Collected:

- Country of birth and citizenship
- Degrees held, including field, level, and when received
- Date of birth
- Disability status
- Educational history
- Employment status (unemployed, part-time, full-time)
- Geographic place of employment
- Labor force status
- Marital status
- Number of children
- Occupation (current, past, second, salary)
- Primary work activity, such as teaching, basic research, etc.
- Race/ethnicity
- Salary
- School enrollment status
- Sector of employment, including academia, industry, government
- Sex

Availability: For data and publications from this survey, visit the SESTAT homepage at http://srsstats.sbe.nsf.gov. From this site, users can access data files and publications, search for specific variables, view questionnaires, and access other pertinent information.

Public use data files for the 1993, 1995 and 1997 SESTAT Integrated Databases are currently available. A set of pre-defined tables for each database is provided for convenience. Some early release reports based on 1999 data are also available.

Related Publications:

Science and Engineering Indicators, 2000.
Data from NSCG are included in this biennial sourcebook on the state of science and engineering in the U.S. This publication, found at http://www.nsf.gov/sbe/srs/seind00/start.htm, is described elsewhere in this Compendium.

Women, Minorities, and Persons With Disabilities in Science and Engineering
Data from NSCG are included in this biennial sourcebook on the role of women, members of racial/ethnic minorities, and persons with disabilities in science and engineering. This publication, found at http://www.nsf.gov/sbe/srs/women/start.htm, is described elsewhere in this Compendium.

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Keywords:

Degree Attainment, Disabled Students, Employment, Gender, Graduate Education, Longitudinal Survey, Outcomes/Earnings, Race/Ethnicity, Science/Math/Engineering

Level:

National

Organization: **National Science Foundation (NSF)**

Title: **National Survey of Recent College Graduates (NSRCG)**

Date: Biennial

Description: The National Survey of Recent College Graduates (NSRCG) provides information about individuals who recently obtained bachelor's or master's degrees in a science or engineering field. This group is of special interest to many decision-makers because it represents individuals who have recently made the transition from school to the workplace. NSRCG uses a two-stage sample: first, institutions that grant bachelor's or master's degrees in science and/or engineering are selected; second, target sampling rates for each degree field and level of degree are determined. The 1999 cycle represents the fourteenth survey in this biennial series.

This survey is designed to complement the other surveys of scientists and engineers conducted by NSF's Division of Science Resources Statistics (SRS). This combined system is known as SESTAT (Scientists and Engineers Statistical Data System), a comprehensive and integrated system of information about the employment, educational, and demographic characteristics of scientists and engineers. The SESTAT Integrated Databases each contain records on over 100,000 college graduates with an education and/or occupation in a natural science, social science, or engineering field, currently representing about 12 million scientists and engineers in the United States.

Data Collected

- Citizenship and country of birth
- Date of birth
- Disability status
- Educational history
- Employment status (unemployed, part-time, or full-time)
- Field of degree(s)
- Field of study
- Geographic place of employment
- Labor force status
- Level of degree(s)
- Marital status
- Number of children
- Occupation (current and 5 years ago)
- Primary work activity, such as teaching, basic research, etc.
- Race/ethnicity
- Salary
- School enrollment status
- Sector of employment, including academia, industry, government
- Sex
- Years of professional experience

Availability: Data from this survey are published biennially in "Characteristics of Recent Science and Engineering Graduates." The homepage for this series is found at http://www.nsf.gov/sbe/srs/nsrcg/start.htm, and early release tables from 1999 are available at http://www.nsf.gov/sbe/srs/srs01404/start.htm; a final report will be published later this year.

For additional data and publications from this survey, visit the SESTAT homepage at http://srsstats.sbe.nsf.gov. From this site, users can access data files and publications, search for specific variables, view questionnaires, and access other pertinent information.

Public use data files for the 1993, 1995, and 1997 SESTAT Integrated Databases are currently available. A set of pre-defined tables for each database is provided for convenience. Some early release reports based on 1999 data are also available.

Key Publications:

Characteristics of Recent Science and Engineering Graduates
This biennial report, found at http://www.nsf.gov/sbe/srs/nsrcg/start.htm, presents data about the demographic and employment characteristics of persons receiving bachelor's or master's degrees in science or engineering fields from U.S. institutions within the two previous years. It describes the number of science and engineering graduates by educational characteristics (such as type of degree, field of degree, and academic year of degree), by demographic characteristics (such as citizenship and place of birth), and by employment-related characteristics (such as occupation, sector of employment, median salary, and various labor force rates). The homepage for this series is found at http://www.nsf.gov/sbe/srs/nsrcg/start.htm.

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Keywords:

Degree Attainment, Disabled Students, Employment, Gender, Graduate Education, Longitudinal Survey, Outcomes/Earnings, Race/Ethnicity, Science/Math/Engineering

Level:

National

Organization: **National Science Foundation (NSF)**

Title: **Survey of Doctorate Recipients (SDR)**

Date: Biennial

Description: Conducted biennially since 1973, the Survey of Doctorate Recipients (SDR) provides demographic and career history information about individuals with doctoral degrees in science and engineering. The sample frame used to identify these individuals is the Doctorate Records File, based on NSF's Survey of Earned Doctorates, described elsewhere in this Compendium; recent recipients of research doctorates are added to the file each time the survey is conducted, and those individuals over age 75 are dropped. The survey is useful to educational planners within the federal government and academia and to employers in all sectors to understand trends in employment opportunities and salaries in S&E fields for doctorate holders. NSF also uses the results for internal planning, since most NSF grants go to individuals with doctoral degrees.

This survey is designed to complement the other surveys of scientists and engineers conducted by NSF's Division of Science Resources Statistics (SRS). This combined system is known as SESTAT (Scientists and Engineers Statistical Data System), a comprehensive and integrated system of information about the employment, educational, and demographic characteristics of scientists and engineers. The SESTAT Integrated Databases each contain records on over 100,000 college graduates with an education and/or occupation in a natural science, social science, or engineering field, currently representing about 12 million scientists and engineers in the United States.

Data Collected:

- Citizenship and country of birth
- Date of birth
- Disability status
- Educational history, including field of degree/study, school, and year of degree
- Employer's main business and size
- Employment sector, including academia, industry, and government
- Employment status (unemployed, part-time, or full-time)
- Faculty rank/tenure status
- Geographic place of employment
- Labor force status
- Level of degree(s)
- Marital status
- Number of children
- Occupation
- Postdoctorate Status
- Race/ethnicity
- Salary and previous year earnings
- School enrollment status
- Sex
- Work activity, including teaching and basic research

Availability:

Data from this survey are published biennially in "Characteristics of Doctoral Scientists and Engineers in the United States." The homepage for this series is found at http://www.nsf.gov/sbe/srs/cdse/start.htm, and early release tables from 1999 are available at http://www.nsf.gov/sbe/srs/srs01406/start.htm; a final report will be published later this year.

For additional data and publications from this survey, visit the SESTAT homepage at http://srsstats.sbe.nsf.gov. From this site, users can access data files and publications, search for specific variables, view questionnaires, and access other pertinent information.

Public use data files for the 1993, 1995 and 1997 SESTAT Integrated Databases are currently available. A set of pre-defined tables for each database is provided for convenience. Some early release reports based on 1999 data are also available.

Key Publications:

Characteristics of Doctoral Scientists and Engineers in the United States
This biennial report, found at http://www.nsf.gov/sbe/srs/cdse/start.htm, presents data on the demographic and employment characteristics of the nation's doctoral scientists and engineers. It provides information on the number of scientists and engineers by demographic characteristics, such as citizenship, place of birth, field of degree, and employment-related characteristics, such as occupation, sector of employment, median salary, and various labor force rates.

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Keywords:

Employment, Gender, Graduate Education, Labor Force, Outcomes/Earnings, Race/Ethnicity, Science/Math/Engineering

Level:

National

Organization: **National Science Foundation (NSF)**

Title: **Survey of Earned Doctorates (SED)**

Date: Annual

Description: Conducted since 1958, the Survey of Earned Doctorates (SED) obtains annual data on the number and characteristics of individuals receiving research doctoral degrees during the past academic year. Survey instruments are mailed to institutional coordinators in U.S. graduate schools who then distribute the survey forms to individuals receiving the doctorate; results are compiled in the cumulative Doctorate Records File (DRF). The SED itself is a census of all individuals receiving a research doctorate, and no sampling or estimation is done. However, the Survey of Doctorate Recipients, described separately in this Compendium, is a longitudinal follow-up survey of a sample of individuals taken from the DRF. The results of the SED are used to assess trends in Ph.D. production. This information is used frequently by educational and labor force planners within the federal government and in academia.

Data Collected:

- Academic institution
- Citizenship and country of birth
- Date of birth
- Disability status
- Educational attainment of parents
- Educational history in college
- Field of degree/study
- Field of employment
- Field of science and engineering
- Level of degree(s)
- Marital status
- Number of dependents
- Place of birth (within U.S.)
- Postgraduate plans
- Primary type of financial support
- Race/ethnicity
- Sex
- Type of academic institution and institutional control
- Type of employment planned
- Type of financial support, including fellowship and research assistantship

Availability: Data from this survey are published annually in "Science and Engineering Doctorate Awards." This report is available online in html and pdf formats, and printed copies may be ordered. The most recent report, published in January 2001 and describing 1999 awards, is found at http://www.nsf.gov/sbe/srs/nsf01314/start.htm. Other current, previous, archived, and related publications are listed at http://www.nsf.gov/sbe/srs/sengdr/start.htm.

Key Publications:

Science and Engineering Doctorate Awards
This annual report, based on the Survey of Earned Doctorates, presents trends in doctorate awards by science and engineering field and recipient characteristics, institutions awarding doctorates, and postgraduation plans of recipients. The document is found at http://www.nsf.gov/sbe/srs/sengdr/start.htm.

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paperpubs@nsf.gov
Note: NSF encourages electronic dissemination of its documents, and many of its publications are only available in electronic format.

Keywords:

Degree Attainment, Employment, Graduate Education, Science/Math/Engineering

Level:

National

Organization: **National Science Foundation (NSF)**

Title: **Survey of Graduate Students and Postdoctorates in Science and Engineering (GSESP)**

Date: Annual

Description: The Graduate Students and Postdoctorates in Science and Engineering (GSS) survey obtains data on the number and characteristics of graduate science and engineering (S&E) students enrolled in U.S. institutions. Since 1966, this annual survey has collected data from all institutions offering graduate programs in any science, engineering, or health field, including all branch campuses, affiliated research centers, and separately organized components such as medical or dental schools, schools of nursing, public health, etc. The survey is administered to institutional coordinators, and a separate form is submitted for each department granting S&E postbaccalaureate degrees. The results of the survey are used to assess trends in financial support patterns and shifts in graduate enrollment and postdoctorates.

Data Collected:

- Academic institution
- Citizenship
- Doctoral nonfaculty research staff
- Enrollment status (full-time versus part-time)
- Field of study
- Geographic location
- Highest degree granted by department
- Level of study (first year, beyond first year)
- Mechanism of financial support (fellowship, research assistantship, etc.)
- Postdoctorate status
- Primary source of financial support, including NSF, NIH, etc.
- Race/ethnicity
- Sex
- Type of academic institution and institutional control

Availability: Data from this survey are published annually in "Graduate Students and Postdoctorates in Science and Engineering." This reports is available online in HTML and PDF formats, and printed copies may be ordered. The latest report, published in February 2001 and describing fall 1999 students, is found at http://www.nsf.gov/sbe/srs/nsf01315/start.htm. Other current, previous, archived, and related publications are listed at http://www.nsf.gov/sbe/srs/gss/start.htm.

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Note: NSF encourages electronic dissemination of its documents, and many of its publications are only available in electronic format.

Keywords: Graduate Education, Science/Math/Engineering

Level: National

Organization: **National Science Foundation (NSF)**

Title: ***Women, Minorities, and Persons with Disabilities in Science and Engineering***

Date: Biennial

Description: First published in 1982, this Congressionally-mandated biennial report provides information on the status of women and minorities in science and engineering (S&E). This report is a compilation of information from numerous sources and is not based on any particular NSF survey. The report documents both short- and long-term trends in the participation of women, minorities, and persons with disabilities in science and engineering education and employment. It can be used to track progress, inform the development of policies to increase participation in S&E, and evaluate the effectiveness of such policies. The 2000 report represents the 10th in this series.

Data Collected: All of the following are reported for women, minorities, and persons with disabilities:

Undergraduate enrollment and degrees
- College enrollment rates, by two- and four-year institutions
- Field choice
- Engineering enrollment
- Persistence and attainment
- Associate's and bachelor's degrees

Graduate enrollment and degrees
- Transition to graduate school
- Enrollment
- Field choices
- Sources of financial support
- Master's and doctorate degrees
- Postgraduation plans and postdoctoral fellowships

Science and engineering employment
- Demographic characteristics
- Occupation
- Labor force participation, employment, and unemployment
- Sector (academic and non-academic)
- Salaries

Availability: The 2000 report is available online in html and pdf formats at http://www.nsf.gov/sbe/srs/nsf00327/start.htm, and print copies may be ordered. Previous and related publications, as well as related surveys and data sets, are listed at http://www.nsf.gov/sbe/srs/women/start.htm.

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Keywords:

Degree Attainment, Demographics, Disabled Students, Employment, Enrollment, Gender, Graduate Education, Outcomes/Earnings, Persistence/Retention, Race/Ethnicity, Science/Math/Engineering, Sourcebook

Level:

National

Organization: **University of California, Los Angeles (UCLA), Higher Education Research Institute (HERI)**

Title: **Cooperative Institutional Research Program Freshman Survey/*The American Freshman***

Date: Annual

Description: Since 1966, the Cooperative Institutional Research Program (CIRP) has conducted a survey of entering freshmen in a national sample of colleges and universities. Administered at the Higher Education Research Institute at UCLA since 1973, CIRP's Freshman Survey is now the nation's largest and oldest empirical study of higher education, involving data on some 1,700 institutions and over 10 million students. The survey collects baseline data on demographics, academic preparation, college finances, aspirations, and attitudes and values. National norms for first-time, full-time students (men and women) are produced each year, and data are published in "The American Freshman." In fall 2000, over 404,000 students completed the Freshman Survey at 717 participating institutions.

Data Collected:

- Demographic characteristics
- Expectations for the college experience
- Secondary school experiences
- Degree goals and career plans
- College finances
- Attitudes, values, and life goals
- Reasons for attending college

Availability: "The American Freshman: National Norms" is produced each year and is available for purchase from HERI for $25. An Executive Summary of the 2000 report is available online at http://www.gseis.ucla.edu/heri/00_exec_summary.htm; related press releases and past items are listed at http://www.gseis.ucla.edu/heri/heri.html (click on Recent Findings).

Institution-specific reports are prepared annually for participating campuses. CIRP also offers these campuses supplemental services such as special breakout reports, data tapes and diskettes, and data in spreadsheet format.

Comments: In 1982, CIRP began a follow-up program to survey students two and four years after college entry. This developed into the annual College Student Survey which is designed to assess how students have changed since entering college. The survey includes measures of self-assessed academic, social, intellectual, and emotional capabilities, as well as more conventional measures of academic success such as GPA, retention, and GRE test scores. Colleges that administer both surveys accumulate longitudinal data on their students that can be used for a variety of purposes.

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Keywords:

Admissions, Demographics, Financial Aid, Freshmen

Level:

Institutional, National

Organization: **University of California, Los Angeles (UCLA), Higher Education Research Institute (HERI) & Brevard College, Policy Center on the First Year College**

Title: ***Your First College Year Survey***

Description: Your First College Year (YFCY) is a new survey designed to help institutions identify features of the first year that encourage student learning, involvement, satisfaction, and success, thereby enhancing first-year programs and retention strategies at campuses across the country. With the support of The Atlantic Philanthropies and The Pew Charitable Trusts and housed at UCLA, YFCY represents a collaboration between the Higher Education Research Institute (HERI) and the Brevard College Policy Center on the First Year of College. Designed as a follow-up survey to the annual Cooperative Institutional Research Program (CIRP) Freshman Survey, YFCY allows for longitudinal research on the first year of college. It may also be used as a stand-alone instrument.

YFCY was pilot-tested at 65 colleges and universities in spring 2000 and 2001. The pilot administrations included over 23,000 first-year students who completed the CIRP Freshman Survey. YFCY will be available for national administration beginning spring 2002.

Data Collected:
- Academic achievement
- Academic skills
- Degree aspirations
- Classroom, residential, and employment experience
- Interactions with peers and faculty
- Values and attitudes
- Satisfaction with curricular and extracurricular success
- Patterns of behavior
- Self-confidence and feelings of personal success

Availability: Findings from the pilot study are highlighted at http://www.gseis.ucla.edu/heri/yfcy/yfcy_findings.html, and the complete report may be downloaded in PDF format.

Key Publications: ***Designing an Assessment of the First College Year: Results from the 1999-2000 YFCY Pilot Study***, October 2000.
This report provides a literature review of student development during the first year of college, describes the YFCY pilot study in spring 2000, and presents findings across major themes. It is available in PDF format at http://www.gseis.ucla.edu/heri/yfcy/yfcy_report.pdf.

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Keywords: Freshmen, Longitudinal Survey, Persistence/Retention

Level: National

Section III: Faculty and Staff

American Association of University Professors (AAUP)
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American Council on Education (ACE)
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Almanac of Higher Education 114

University of California, Los Angeles (UCLA), Higher Education Research Institute (HERI)
Faculty Survey/*The American College Teacher* 115

Organization: **American Association of University Professors (AAUP)**

Title: ***Annual Report on the Economic Status of the Profession***

Date: Annual

Description: Each year, the American Association of University Professors collects faculty compensation data from American colleges and universities. These are published in an Annual Report on the Economic Status of the Profession, a comprehensive survey and analysis of faculty salaries and benefits at more than 2,200 institutions. This report reviews yearly average salary increases, and salary increases in relation to changes in the cost of living. Historical trend data are presented, and faculty salaries are presented in relation to other occupational groups. The report considers such issues as salary compression, salary equity, and developments in fringe benefit policies. An appendix to the report includes institutional data by academic rank and gender, and compares institutional salaries and compensation by institutional category--doctoral-research, masters-comprehensive, BA-liberal arts, and two-year--and percentile rankings.

Data Collected: Salary data are presented by institutional category, affiliation, academic rank, gender, and region:

- Average salary and average compensation levels
- Percent change in salary levels
- Percentile distribution of institutions by average salary, average compensation, and academic rank
- Average institutional cost of fringe benefits
- Percentage distribution of faculty by rank, gender, category, and affiliation
- Percentage of faculty on tenure-track appointments and percentage with tenure
- Number and salaries in preclinical departments of medical schools
- Faculty salaries compared to other professionals

Availability: The report of the chair of AAUP's Committee on the Economic Status of the Profession is available online in html format at http://www.aaup.org/z01rep.htm; this brief report summarizes survey findings and provides links to eight data tables. The full annual report can be ordered from AAUP for $68.50; an online ordering form is found at http://www.aaup.org/pubs.htm.

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Keywords: Faculty, Salary/Benefits

Level: Institutional, National

Organization: **American Council on Education (ACE)**

Title: ***The American College President: 2000 Edition***

Author: Marlene Ross and Madeleine F. Green

Date: 2000

Description: This is the fourth report in the National Presidents' Study series, conducted periodically by the American Council on Education (ACE) since 1986. This report describes the backgrounds and career paths of college and university presidents and is the only source of demographic data on presidents from all sectors of American higher education. This most recent study, conducted in 1998, includes information from 2,380 college and university presidents. For the first time, the report contains information on the presidential search process and the responsibilities of college and university leaders. Previous reports have been conducted in 1986, 1990, and 1995; this latest study compares the findings with 1986 data, especially charting notable changes in presidential career paths in the progress of women and minority presidents.

Data Collected:

- Education
- Career paths
- Length of service
- Personal characteristics
  - Age
  - Marital status
  - Religious affiliation
  - Race/ethnicity
  - Sex
- Presidential search process
  - Use of search consultants
  - Type of negotiations
  - Whether confidentiality was maintained

Availability: The Executive Summary is available online in html format at http://www.acenet.edu/programs/president-study. The full report may be ordered for $35 plus $3.50 shipping and handling; a printable online order form is available at http://www.acenet.edu/bookstore/orderforms/puborderform.html.

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http://www.acenet.edu/bookstore/orderforms/puborderform.html.

Keywords: Presidency

Level: National

Organization: **College and University Professional Association for Human Resources (CUPA-HR)**

Title: **Administrative Compensation Survey**

Date: Annual

Description: Each year the College and University Professional Association for Human Resources (CUPA-HR) conducts an administrative salary survey of over 1,400 public and private institutions. The annual survey report provides median salary data on 167 executive/administrative positions, organized by enrollment, operating budget, institutional classification, and affiliation. Comparisons are made by gender and minority status. The 2000-2001 survey marks the 33rd year this survey has been conducted.

Data Collected:

- General tables present median salaries for all, public, private/non-religious, and private/religious institutions:
  - By budget quartiles
  - By enrollment quartiles
- Comparative tables present salary percentiles:
  - By institutional classification
  - By budget range
- Special tables compare:
  - Males and females
  - Minorities and non-minorities
  - Inside and outside hires
  - Median years of service

Availability: An executive summary of the 2000-2001 report is available in pdf format at http://www.cupahr.org/ftp/2000-01AdCompES.pdf. Copies of the full survey report are available for purchase for:

- $100 survey participant, CUPA-HR member
- $165 nonparticipant, CUPA-HR member
- $195 survey participant, nonmember
- $330 nonparticipant, nonmember

A series of supplemental tables, described at http://www.cupahr.org/HRpubs/details/adcomp01.html, are also available for purchase. An online order form is found at http://www.cupahr.org/OrdrForm.htm.

In addition, Special Studies that compare administrative salaries at select groups of institutions may be ordered.

Comments: Visit CUPA-HR's Compensation and Benefits Surveys homepage at http://www.cupahr.org/cbsurvey/compbene.htm for links to CUPA-HR's annual surveys, all of which are described in this compendium. These include surveys on executive/administrative salaries, mid-level administrative salaries, and faculty in public and private four-year institutions. This page provides a gateway to information on all surveys, including copies of survey instruments and information on customized reports.

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For information on Special Studies, contact the Customer Service Team at (202) 429-0311, x2.

Keywords:

Finance - Institutional, Presidency, Salary/Benefits, Staff

Level:

Institutional, National

Organization: **College and University Professional Association for Human Resources (CUPA-HR)**

Title: **Mid-Level Administrative/Professional Salary Survey**

Date: Annual

Description: Each year the College and University Professional Association for Human Resources (CUPA-HR) conducts a survey of mid-level administrative and professional salaries of over 1,100 public and private institutions. The annual survey report provides median salary data on 134 positions within nine areas: general administration, accounting and finance, information systems, physical plant/security, extracurricular events, external affairs, student services, engineering/research, and medical. Data are organized by operating budget size and include regional comparisons. The report is displayed in 33 tables and includes information about general pay practices.

Data Collected:

- General tables display median salaries for all, public, private/nonreligious, and private/religious institutions:
  - By budget quartiles
  - By enrollment quartiles
- Comparative tables present salary percentiles:
  - By geographic region
  - By institution type
- Additional tables present:
  - Weighted average salaries
  - Average high-low salaries
  - Average rate structure statistics

Availability: Copies of the survey report are available for purchase for:

- $130 survey participant
- $180 CUPA-HR member, nonparticipant
- $220 nonmember, nonparticipant

An online order form is found at http://www.cupahr.org/OrdrForm.htm. In addition, Special Studies that compare salaries at select groups of institutions may be ordered.

Comments: Visit CUPA-HR's Compensation and Benefits Surveys homepage at http://www.cupahr.org/cbsurvey/compbene.htm for links to CUPA-HR's annual surveys, all of which are described in this compendium. These include surveys on executive/administrative salaries, mid-level administrative salaries, and faculty in public and private four-year institutions. This page provides a gateway to information on all surveys, including copies of survey instruments and information on customized reports.

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Keywords:

Finance - Institutional, Salary/Benefits, Staff

Level:

Institutional, National, Regional

Organization: **College and University Professional Association for Human Resources (CUPA-HR)**

Title: **National Faculty Salary Survey by Rank and Discipline**

Date: Annual

Description: Each year the College and University Professional Association for Human Resources (CUPA-HR) conducts two surveys of faculty salaries: the National Faculty Salary Survey by Rank and Discipline in Public Four-Year Colleges and Universities and the National Faculty Salary Survey by Rank and Discipline in Private Four-Year Colleges and Universities. The 2000-01 public institution survey compiled data on 366 institutions nationwide; this report differentiates between collective bargaining and non-collective bargaining institutions. The 2000-01 private institution survey compiled data on 531 institutions nationwide. Both surveys offer average, high, and low salary figures based on the 9- or 10-month academic year for four faculty levels, three researcher levels, and 80 disciplines/major fields.

Data Collected:

- Faculty salaries by discipline and rank
- Percentage of teaching faculty by rank in each discipline
- Pay practices for full-time faculty, including:
  - Average teaching loads
  - Compensation for work outside the scope of annual contracts
  - Number and percent of institutions that grant tenure
  - Benefits available to faculty
  - Number and percent of institutions with representation of faculty by a union
- Pay practices for adjunct faculty, including:
  - Pay rates
  - Benefits and basis for qualifying for benefits
  - Number and percent of institutions with representation of faculty by a union
- Pay practices for department chairs, including:
  - Adjustments in teaching loads, pay stipends, and contract lengths for chairs
  - Factors influencing compensation
  - Duration of appointment

Availability: Copies of each survey report are available for purchase for:

- $80 survey participant
- $105 CUPA-HR member, nonparticipant
- $130 nonmember, nonparticipant

An online order form is found at http://www.cupahr.org/OrdrForm.htm. In addition, Special Studies that compare salaries at select groups of institutions may be ordered.

Comments: Visit CUPA-HR's Compensation and Benefits Surveys homepage at http://www.cupahr.org/cbsurvey/compbene.htm for links to CUPA-HR's annual surveys, all of which are described in this compendium. These include surveys on executive/administrative salaries, mid-level administrative salaries, and faculty in public and private four-year institutions. This page provides a gateway to information on all surveys, including copies of survey instruments and information on customized reports.

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Keywords: Faculty, Salary/Benefits

Level: Institutional, National

Organization: **National Center for Education Statistics (NCES)**

Title: **IPEDS Fall Staff Survey**

Date: Biennial

Description: The IPEDS Fall Staff Survey is one of several data collection surveys that comprise NCES' Integrated Postsecondary Education Data System (IPEDS), described elsewhere in this Compendium. This survey collects the number of institutional staff by occupational activity, full-and part-time status, gender, and race/ethnicity. Data are collected in odd-numbered years. Beginning with 1993, this survey replaced the EEO-6 survey conducted by the Equal Employment Opportunity Commission. During the 2000-01 IPEDS collection year, a lack of funding precluded collection of these data. A revised Fall Staff Survey will be introduced in the 2001-02 collection.

Data Collected: Tabulations of staff, in total and for each state, by:

- Primary occupation
- Attendance status
- Race/ethnicity
- Gender

Availability: Data from the IPEDS Fall Staff Survey are published biennially in "Fall Staff in Postsecondary Institutions." The latest report, published in January 2000 and describing 1997-98 faculty, is found at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2000164.

The most recent fall staff data are also published annually in NCES' "Digest of Education Statistics," described separately in this Compendium. Data files from this survey are available from NCES.

For an up-to-date list of all IPEDS products, go to http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010; users can scan this list for materials related to the Fall Staff Survey. This list includes sections on Data Products, Reports, Shorter Publications, Technical/Methodological reports, and Working Papers that relate to IPEDS; hotlinks are provided to each product description, and from there, users may read about the product, download print versions, and order copies of published documents and data files (CD-ROM).

Users may also search NCES' Electronic Catalog at http://nces.ed.gov/pubsearch/index.asp. Under "Search on one or more of the following fields", option #1 allows users to search either Titles or Product Abstracts for specific words such as "staff." The resulting search list contains product abstracts and hotlinks to full product descriptions.

Finally, persons interested in specific data fields from this survey can use the IPEDS Peer Analysis System, found at http://nces.ed.gov/ipedspas. This web-based tool is designed to enable users to easily compare a postsecondary institution of the user's choice to a group of peer institutions, also selected by the user. The system generates reports using selected IPEDS variables of interest.

Key Publications:

Fall Staff in Postsecondary Institutions, 1997, January 2000.
This report presents tabulations of staff employed in Title IV eligible postsecondary institutions in fall 1997. Information is presented by primary occupation, attendance status, race/ethnicity and gender. This report is described at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2000164, and a PDF file may be downloaded.

Comments:

For an overview of IPEDS, see the separate entry for the Integrated Postsecondary Education Data System (IPEDS) elsewhere in this Compendium.

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Keywords:

Faculty, Gender, Race/Ethnicity, Salary/Benefits, Staff

Level:

50-State, National

Organization: **National Center for Education Statistics (NCES)**

Title: **IPEDS Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty Survey**

Date: Annual

Description: The IPEDS faculty survey is one of several data collection surveys that comprise NCES' Integrated Postsecondary Education Data System (IPEDS), described elsewhere in this Compendium. Prior to 2000, this annual survey collected data on full-time instructional faculty by rank, gender, tenure status, and length of contract; total salary outlay; and fringe benefits. During the 2000-01 IPEDS collection year, a lack of funding precluded collection of these data. A revised faculty salary survey will be introduced in the 2001-02 collection, with one major change being that tenure status will not be collected here, but will be included with the Fall Staff survey.

Data Collected: Published tables include:

- Number of full-time instructional faculty, by rank, control, and level of institution
- Average salaries, by rank, control, and level of institution
- Number of tenured faculty, by rank, control, and level of institution
- Number of faculty, by tenure status, gender, and level of institution
- Number of faculty, by rank and state
- Number of faculty, by tenure status, state, and gender
- Average salaries, by rank and state
  - Overall
  - By institutional type
  - By gender

Availability: Data from the IPEDS faculty salaries survey are published annually in "Salaries and Tenure of Full-time Instructional Faculty on 9- and 10-month Contracts." The latest report, published in January 2001 and describing 1998-99 faculty, is found at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001181.

The most recent faculty salaries data are also published annually in NCES' "Digest of Education Statistics" and "Condition of Education," described separately in this Compendium. Data files from this survey are available from NCES and are described at http://nces.ed.gov/Ipeds/facultysalaries.html.

For an up-to-date list of all IPEDS products, go to http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010; users can scan this list for materials related to the faculty salaries survey. This list includes sections on Data Products, Reports, Shorter Publications, Technical/Methodological reports, and Working Papers that relate to IPEDS; hotlinks are provided to each product description, and from there, users may read about the product, download print versions, and order copies of published documents and data files (CD-ROM).

Users may also search NCES' Electronic Catalog at http://nces.ed.gov/pubsearch/index.asp. Under "Search on one or more of the following fields", option #1 allows users to search either Titles or Product

Abstracts for specific words such as "faculty." The resulting search list contains product abstracts and hotlinks to full product descriptions.

Finally, persons interested in specific data fields from this survey can use the IPEDS Peer Analysis System, found at http://nces.ed.gov/ipedspas. This web-based tool is designed to enable users to easily compare a postsecondary institution of the user's choice to a group of peer institutions, also selected by the user. The system generates reports using selected IPEDS variables of interest.

Key Publications:

Salaries and Tenure of Full-time Instructional Faculty on 9- and 10-month Contracts 1998-1999, January 2001.
This report presents tabulations for academic year 1998-99 of the number, tenure, and average salaries of full-time instructional faculty on 9- and 10-month contracts in all degree-granting postsecondary institutions eligible to participate in Title IV financial aid programs in fall 1998-99. This report is described at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001181, and a PDF file may be downloaded; this report will only be available online.

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http://nces.ed.gov/help/orderinfo.shtml

Keywords: Faculty, Salary/Benefits

Level: 50-State, National

Organization: **National Center for Education Statistics (NCES)**

Title: **National Study of Postsecondary Faculty (NSOPF)**

Description:

The National Study of Postsecondary Faculty (NSOPF) is a large-scale, periodic survey of postsecondary faculty designed to provide essential information about who faculty are; what they do; and whether, how, and why they are changing. The first cycle of NSOPF was conducted in 1987-1988 with a sample of 480 institutions, over 3,000 department chairpersons, and over 11,000 instructional faculty. The 1992-93 study surveyed only institutions and faculty, but with a substantially expanded sample of nearly 1000 institutions and over 30,000 faculty and instructional staff. The 1998-99 study included 960 institutions and an initial sample of 28,600; a subsample was later drawn for additional survey followup, and approximately 18,000 faculty and instructional staff questionnaires were completed. The next cycle of NSOPF is planned for 2003-04.

NSOPF:88 was limited to faculty whose assignment included instruction. The faculty universes for NSOPF:93 and NSOPF:99 were expanded to include all those who were designated as faculty, whether or not their responsibilities included instruction, and other non-faculty personnel with instructional responsibilities. Teaching assistants were not included in any cycle of NSOPF.

Data Collected:

- Institution survey
  - Counts of faculty
  - Faculty hires and departures
  - Tenure
  - Tenure policies
  - Retirement and other faculty benefits
- Department chairperson survey (1988 only)
  - Faculty composition
  - Tenure
  - Faculty hires and departures
  - Hiring practices
  - Activities to assess faculty performance
  - Professional and developmental activities
- Faculty survey
  - Sociodemographic characteristics
  - Academic and professional background
  - Field of instruction
  - Employment history
  - Current employment status including rank and tenure
  - Workload
  - Courses taught
  - Publications
  - Job satisfaction and attitudes
  - Career and retirement plans
  - Benefits and compensation

Availability:

The first report based on NSOPF:99 was issued in April 2001. NSOPF products are too numerous to describe here, and users should visit the NSOPF homepage at http://nces.ed.gov/surveys/nsopf for up-to-date survey information. Specifically, visit the NCES Electronic Catalog for NSOPF at http://nces.ed.gov/pubsearch/getpubcats.asp?sid=011 for links to NSOPF reports, data products, technical papers, and working papers. A complete product list is provided, and users can click on a title for the product abstract, online availability, ordering information, and other descriptors; in some cases, free copies of reports are available from ED Pubs. Additional information on ordering NCES publications is found at http://nces.ed.gov/help/orderinfo.shtml.

Data from this survey are also available through NCES' Data Analysis System (DAS), found at http://nces.ed.gov/das. DAS is a Windows software application that provides access to Department of Education survey data, allowing users to specify the information they want displayed in a table. The output table will contain the estimates (usually percentages of students) and corresponding standard errors which are calculated taking into account the complex sampling designs used in NCES surveys. In addition, the DAS software can create correlation matrices which can be used as input for most popular statistical programs to conduct multivariate analysis.

Key Publications:

Background Characteristics, Work Activities, and Compensation of Faculty and Instructional Staff in Postsecondary Institutions: Fall 1998, April 2001. This publication is the first report based on NSOPF:99. It describes the background characteristics, work activities, and compensation of faculty and instructional staff in public and private not-for-profit 2-year-and-above postsecondary institutions. This report is described at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001152, and a PDF file may be downloaded.

Institutional Policies and Practices: Results From the 1999 National Study of Postsecondary Faculty, Institution Survey, September 2001. This reports presents findings from the institution survey of NSOPF:99. Institutions were asked about their policies and practices affecting both full- and part-time faculty and instructional staff. The report is described at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001201, and a PDF file may be downloaded.

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http://nces.ed.gov/help/orderinfo.shtml

Keywords: Faculty, Salary/Benefits, Staff

Level National

Organization: **National Education Association (NEA)**

Title: ***Almanac of Higher Education***

Date: Annual

Description: This annual report provides an update on the status of faculty in postsecondary education. It addresses various faculty issues, including salary trends, through a series of essays. It also includes detailed institution-level data on faculty salaries. The report relies on faculty salary data gathered by the National Center for Education Statistics, the College and University Professional Association for Human Resources, and the Office of Institutional Research at Oklahoma State University.

Data Collected: This report provides some trend data and discusses current faculty salary data by:

- Institutional type
- Control
- Rank
- Gender
- Discipline

Other chapters address such topics as:

- Collective bargaining
- Part-time faculty and graduate teaching assistants
- Benefits and retirement
- Higher education staff
- Workload and productivity

Availability: This report is available online at http://www.nea.org/he/almanac.html. A table of contents is provided, with links to PDF files for each chapter.

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Email: HigherEd@nea.org
http://www.nea.org

Keywords: Faculty, Salary/Benefits

Level: Institutional, National

Organization: **University of California, Los Angeles (UCLA), Higher Education Research Institute (HERI)**

Title: **Faculty Survey/*The American College Teacher***

Date: Triennial

Description: The Faculty Survey is a triennial survey designed to provide colleges and universities with timely information about the workload, teaching practices, job satisfaction, and professional activities of faculty and administrators. Open to all postsecondary institutions, campuses register and pay a participation fee; in return, they receive a detailed profile of their faculty members as well as national normative data for faculty in similar types of institutions. In 1998-99, over 33,000 faculty from 378 institutions participated. The normative data are also published in "The American College Teacher." In this report, data are weighted to approximate the results that would have been obtained if faculty at all accredited institutions had participated.

Data Collected:
- Demographic and background characteristics
- Teaching practices and research activities
- Interactions with students and colleagues
- Professional activities
- Faculty attitudes and values
- Perceptions of the institutional climate
- Job satisfaction
- Gender issues

Availability: An Executive Summary of the most recent survey (1998-99) is available online at http://www.gseis.ucla.edu/heri/press_faculty.htm. Print versions of the report may be purchased for $25. Survey participants may request a variety of reports and special services, including department/college reports, special comparison reports, consortium reports, data files, and reports on spreadsheet.

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Additional Contact Information: For copies of reports, contact HERI at (310) 825-1925.

Keywords: Faculty, Salary/Benefits

Level: National

Section IV: Finance and Facilities

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Organization: **APPA: The Association of Higher Education Facilities Officers**

Title: ***CCAS: Comparative Costs and Staffing Report***

Date: Biennial

Description: This report is based on APPA's Comparative Costs and Staffing survey, conducted every two years. Initiated in 1974, this report is a comprehensive collection of facilities-related costs and personnel information for more than 500 colleges, universities, and K-12 schools and districts.

Data Collected:
- Operations and maintenance cost data
- Personnel staffing and salary information
- Energy costs and consumption

Availability: The 1999-2000 report is available both in print version ($130/$90 APPA members) and on CD-ROM ($210/$130 APPA members). Purchase both at a discount ($306/$198 APPA members). Earlier versions of the report are also available. An online ordering system is available at http://www.appa.org/resources/publications/pubs.cfm?Category_ID=1.

Comments: Founded in 1914, APPA: The Association of Higher Education Facilities Officers is an international association dedicated to maintaining, protecting, and promoting the quality of educational facilities. APPA serves and assists facilities officers and physical plant administrators in colleges, universities, and other educational institutions throughout the United States, Canada, Mexico, and other countries worldwide.

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Keywords: Facilities, Finance - Institutional, Staff

Level: Institutional, National

Organization: **Association of Research Libraries (ARL)**

Title: ***ARL Statistics***

Date: Annual

Description: ARL Statistics is a series of annual publications that describe the collections, expenditures, staffing, and service activities for the member libraries of the Association of Research Libraries. Statistics have been collected and published annually for the members of the Association since 1961-62. Before that, annual statistics for university libraries were collected by James Gerould. These data cover the years 1907-08 through 1961-62 and are now called the Gerould statistics.

Data Collected:

- Types of holdings
- Sizes of holdings
- Additions to holdings
- Interlibrary activity
- Circulation
- Staffing
- Expenditures
- Salaries/wages
- Student enrollment
- Ph.D.s awarded
- Faculty

Availability: Printed copies of this report are available for purchase from ARL; ordering information is available at http://www.arl.org/pubscat/order/index.html. An interactive edition of the "ARL Statistics" data is available online at http://fisher.lib.Virginia.EDU/newarl/. This site allows users create and manipulate data queries. Raw data are also available for download through "machine-readable" files at http://www.arl.org/stats/arlstat/mrstat.html.

Comments: ARL is a not-for-profit membership organization comprising the leading research libraries in North America. Its mission is to shape and influence forces affecting the future of research libraries in the process of scholarly communication. The Association articulates the concerns of research libraries and their institutions, forges coalitions, influences information policy development, and supports innovation and improvements in research library operations.

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Keywords: Libraries

Level: Institutional, National

Organization: **College Board**

Title: ***Trends in College Pricing***

Date: Annual

Description: This report presents the latest information on tuition and other expenses associated with attending institutions of postsecondary education in the United States. It is based on survey data from the College Board's Annual Survey of Colleges, administered each spring to over 3,200 postsecondary institutions across the country.

Data Collected:

- Student expenses at postseconday institutions
  - by type (2-year/4-year)
  - by control (public/private)
  - by resident/commuter
  - by region
  - by academic year
- Affordability based on family income
- Aid awarded
- Participation by family income and race
- Completion by socioeconomic status
- Completion by race
- Enrollment by type and control
- National distribution of undergraduates by tuition and fees charged
- Income by educational attainment

Availability: This 2000 report is available online in PDF format at http://www.collegeboard.org/press/cost00/html/TrendsinPricing2K.pdf. Printed copies may be purchased through the College Board online shop.

Comments: "Trends in College Pricing" is a companion report to "Trends in Student Aid", elsewhere described in this compendium.

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Additional Contact Information: For copies of reports:
The College Board online shop is found at http://cbweb4p.collegeboard.org/cgi-bin/ncommerce3/ExecMacro/tcb/tcbsearch.d2w/input or contact a Customer Service Representative at (800) 323-7155 .

Keywords: Affordability, Finance - Institutional, Financial Aid, Tuition/Fees

Level: National, Regional

Organization: **College Board**

Title: ***Trends in Student Aid***

Date: Annual

Description: This report presents annual data on the amount of financial assistance -- grants, loans, and work-study -- available to help students pay for postsecondary education. It is based on survey data from the College Board's Annual Survey of Colleges, administered each spring to over 3,200 postsecondary institutions across the country. The College Board began this data series 15 years ago to track the value over time from federal, state, and institutional sources.

Data Collected:

- Aid awarded by source
- Aid awarded by FTE per year
- Average tuition and fees charged by type, control and year
- Cost of attendance by type, control and year
- Income measure by type, control and year
- Number of aid recipients by source
- Aid per recipient by source
- Number of borrowers, loans and loan amounts by source and year
- Distribution of aid by institution type/control and source
- Grants, loans and work-study as a percentage of aid by year
- Federal need and non-need aid volumes by year

Availability: This 2000 report is available online in PDF format at http://www.collegeboard.org/press/cost00/html/TrendsinStuAid2k.pdf. Printed copies may be purchased through the College Board online shop.

Comments: "Trends in Student Aid" is a companion report to "Trends in College Pricing", elsewhere described in this compendium.

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Keywords: Affordability, Federal Support, Finance - Institutional, Financial Aid

Level: National

Organization: **Council for Aid to Education, Inc. (CAE)**

Title: ***Voluntary Support of Education***

Date: Annual

Description: This report is based on the Voluntary Support of Education (VSE) Survey conducted by the Council for Aid to Education for over 40 years. The VSE collects detailed information from colleges, universities, and private elementary and secondary schools on private gifts and grants received from alumni, parents, other individuals, foundations, corporations, and other organizations.

Data Collected:

- Voluntary support by source and/or purpose
- Allocation of support by donor group
- Relative significance of support
- Distribution of gifts to endowments
- Bequests and deferred gifts
- Corporate support
- Alumni giving
- Support from governing board members
- Significance of large gifts
- Support to independent K-12 schools

Availability: Print versions of this report are available from CAE for $100 prepaid (survey participants $65). An online ordering form is available at http://www.cae.org/order.html. Data tables from the most recent report are available online at http://www.cae.org/vse/vse2000/vsetabs.htm.

Comments: A part of RAND since 1996, the Council for Aid to Education (CAE) was established in 1952 as a national nonprofit organization to advance corporate support of higher education. CAE provides strategic planning services to higher education systems and institutions, makes policy recommendations based on RAND research and is the nation's leading source of data on private giving to education through its annual Voluntary Support of Education (VSE) survey.

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Keywords: Endowment, Finance - Institutional, Voluntary Support

Level: Institutional, National

Organization: **Illinois State University, Center for the Study of Education Policy**

Title: **Grapevine: A National Database of Tax Support for Higher Education**

Date: Annual

Description: Each year "Grapevine" collects and reports comprehensive statistics on total state tax appropriations for higher education, including tax appropriations for universities, colleges, community colleges, and state higher education agencies. It is based on an ongoing survey of state higher education finance officers conducted by the Center for the Study of Education Policy at Illinois State University. This survey was established in 1958 by M.M. Chambers and was later conducted by Edward Hines.

Data Collected:

- State tax appropriations per capita
- State tax appropriations per $1,000 of personal income
- Revenue capacity, willingness, and higher education effort
- State rankings on one, two, and ten-year percentage changes in tax appropriations to higher education
- Annual average five-year percentage changes in state tax appropriations
- State and local tax appropriations per capita and $1,000 of personal income

Availability: A 50 State Summary is available online at http://www.coe.ilstu.edu/grapevine/50state.htm. Individual state reports are available online by linking to state names on the 50 State Summary or at http://www.coe.ilstu.edu/grapevine/individual.html. Tables from the report are available at http://www.coe.ilstu.edu/grapevine/tables.htm. Historical data, back to 1961, can be accessed at http://www.coe.ilstu.edu/grapevine/Historicaldata.htm.

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Keywords: Finance - Institutional, Finance – Government

Level: 50-State, Institutional, National, State

Organization: **National Association of College and University Business Officers (NACUBO)**

Title: ***Comparative Financial Statistics Survey***

Date: Annual

Description: Each year, the National Association of College and University Business Officers collects comparative financial and other statistics for public two-year colleges, and small public and independent four-year institutions. Data are from the Integrated Postsecondary Education Data System (IPEDS) Finance Survey, conducted by the National Center for Education Statistics, and an additional survey to collect enrollment and staffing data. 1999 survey respondents include 252 community colleges, 54 four-year public colleges and universities, and 310 four-year independent colleges and universities. Separate reports are produced for two-year colleges, small public four-year institutions and small independent four-year institutions, designed to provide institutions with an opportunity to conduct peer analyses. NACUBO began this project in 1977 as a comparative data study of public two-year colleges. In 1998, NACUBO added small four-year public and independent institutions.

Data Collected:
- Revenues
- Expenditures
- Staff ratios

Availability: The three reports are available online in PDF format at http://www.nacubo.org/nacubo_reports/comparative_analysis/content.html.

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http://www.nacubo.org/

Additional Contact Information: NACUBO reports may be purchased from Membership Services. Contact them by telephone at (202) 861-2560 or by email at pubs@nacubo.org.

Keywords: Finance - Institutional, Revenues/Expenditures

Level: National

Organization: **National Association of College and University Business Officers (NACUBO)**

Title: ***NACUBO Endowment Study***

Date: Annual

Description: This annual study, conducted for the National Association of College and University Business Officers by TIAA-CREF, compiles and reports the performance and management of endowments from over 550 colleges and universities. An "Executive Summary" highlights important information and provides an interpretive analysis of the full study.

Data Collected:
- Endowment size rankings by institution
- Investment returns (1-, 3-, 5-, and 10-year comparisons)
- Asset allocations
- Spending policies
- Management expenses
- Manager selection and evaluation

Availability: The results of the study are available online to members only (an access code is required) at http://www.endowstudy.org/survey/SurveySignon/. Both members and non-members can view preliminary results in PDF format at http://www.nacubo.org/accounting_finance/endowment_study/content.html. Printed versions of the report can be ordered online for $39.95 at http://ebiz.netopia.com/nacubo_pubnm/displayroom/skudetail.nhtml?uid=10053. Printed versions of the Executive Summary can be ordered online for $34.95 at http://ebiz.netopia.com/nacubo_pubnm/displayroom/skudetail.nhtml?uid=10052. A CD-ROM of the study can be ordered online for $94.95 at http://ebiz.netopia.com/nacubo_pubnm/displayroom/skudetail.nhtml?uid=10051. Members receive a discount on all purchases.

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Additional Contact Information: NACUBO products may be purchased from Membership Services. Contact them by telephone at (202) 861-2560 or by email at pubs@nacubo.org.

Keywords: Endowment, Finance - Institutional

Level: Institutional, National

Organization: **National Association of State Budget Officers (NASBO)**

Title: ***State Expenditure Report***

Date: Annual

Description: Since its inception in 1987, this report provides a state-by-state review of expenditures by state governments. Presented in selected functional categories--which include elementary and secondary education, higher education, public assistance, Medicaid, corrections and transportation--data are broken down into the following fund sources: general fund, federal funds, other state funds and bonds.

Data Collected:

- Total state expenditures (dollars and annual percentage change)
- State spending by function as a percent of total state expenditures
- State expenditures by function and fund source
- Expenditures for each function by region
- Percentage change in expenditures for each function by region

Availability: This report is available online in PDF format at http://www.nasbo.org/Publications/PDFs/exprpt99.pdf. Print copies of this report are available for $35.

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Keywords: Finance - Government, K-12

Level: Regional, State

Organization: **National Association of State Student Grant and Aid Programs (NASSGAP)**

Title: ***NASSGAP Annual Survey Report***

Date: Annual

Description: This annual report provides comparative statistics on state-funded and state-administered student grant programs. The report is based on an annual survey of state student aid or higher education agencies that administer these programs. Survey data are compiled and published annually for the National Association of State Student Grant and Aid Programs by the New York State Higher Education Services Corporation (HESC).

Data Collected:

- Total grant aid awarded by state programs
- Actual need-based and non-need-based grant aid
- Leveraging Educational Assistance Partnership (LEAP) program activity
- Federal loan program volume
- State grant programs with a merit component
- Grant program characteristics
- Need-based grant program dollars by sector
- Need-based grant program awards by sector
- Estimated grant dollars per resident population
- Total state grants as a percentage of state tax fund appropriations

Availability: Tables from the report are available online (some in PDF format) at http://www.nassgap.org/researchsurveys/default.htm. Print copies are available for $20 from New York State Higher Education Services Corporation (HESC).

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Keywords: Federal Support, Finance - Government, Financial Aid

Level: 50-State, National

Organization: **National Center for Education Statistics (NCES)**

Title: **Academic Libraries Survey (ALS)**

Date: Biennial

Description: This biennial survey is part of NCES' Library Statistics Program. Since 1966, descriptive statistics from about 3500 academic libraries have been collected to provide a comprehensive picture of the status of libraries in postsecondary education. Information is published in the biennial report, "Academic Libraries."

Data Collected:

- Staff
- Collections
- Operating expenditures
- Library services
- Electronic services

Availability: ALS products are too numerous to describe here, and users should visit the NCES Electronic Catalog ALS publications page at http://nces.ed.gov/pubsearch/getpubcats.asp?sid=041#050?sid=041 for links to ALS reports and data products. A complete list is provided, and users can click on a title for the product abstract, online availability, ordering information, and other descriptors. For access to ALS data, users should visit http://nces.ed.gov/surveys/libraries/data.html#academic. Additional information on ordering NCES publications is found at http://nces.ed.gov/help/orderinfo.shtml.

Persons interested in specific data fields from this survey can use the Academic Library Peer Comparison Tool, found at http://nces.ed.gov/surveys/libraries/academicpeer/. This web-based tool is designed to enable users to get information on a particular library, or to customize a peer group by selecting the key variables that are used to define it. The user can then view customized reports of the comparison between the library of interest and its peers, on a variety of variables as selected by the user.

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Keywords: Libraries

Level: 50-State, Institutional, National

Organization: **National Center for Education Statistics (NCES)**

Title: ***Federal Support for Education***

Date: Annual

Description: This annual report provides a comprehensive picture of total federal financial support for education since fiscal year 1980. Appendix tables provide additional historical data for fiscal years 1965, 1970, and 1975. Providing narrative, charts and tables, this report groups federal education funding into two categories: on-budget support, and off-budget and non-federal fund support. The report tracks changes in provider and recipient dollars, as well as individual program activities.

Data Collected:

- Federal education support
  - By category
  - By level or purpose
  - By agency
  - By program activity and level or purpose
- Federal education support for student loans
- Estimated federal tax expenditures (in current and constant dollars)
- Estimated federal education support by recipient
- Estimated expenditures of educational institutions and federal support (in current and constant dollars)

Availability: This report is only available online in PDF format at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2000068.

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Keywords: Federal Support, Financial Aid

Level: National

Organization: **National Center for Education Statistics (NCES)**

Title: **IPEDS Finance Survey**

Date: Annual

Description: The IPEDS Finance Survey is one of several data collection surveys that comprise NCES' Integrated Postsecondary Education Data System (IPEDS), described elsewhere in this Compendium. The primary purpose of this survey is to collect financial statistics on all institutions and educational organizations whose primary purpose is to provide postsecondary education. Beginning in 1997, finance data are collected in different formats based on the institution's accounting standards (FASB or GASB).

Data Collected:

- Current funds revenues by source
- Current funds expenditures by function
- Utility expenditures
- Scholarship and fellowship expenditures
- Expenditures for acquisitions of library materials
- Indebtedness on physical plant
- Details of endowment assets
- Hospital revenues
- Physical plant assets

Availability: Data from the IPEDS Finance Survey are published annually in "Current Funds Revenues and Expenditures of Degree-Granting Institutions." The latest report, published in February 1999 and describing revenue and expenditure data for fiscal year 1996 is found at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=1999161.

The most recent data are also published annually in NCES' "Digest of Education Statistics," described separately in this Compendium. Data files from this survey are available from NCES and can be found online at http://nces.ed.gov/Ipeds/finance.html.

For an up-to-date list of all IPEDS products, go to http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010; users can scan this list for materials related to the Finance Survey. This list includes sections on Data Products, Reports, Shorter Publications, Technical/Methodological reports, and Working Papers that relate to IPEDS; hotlinks are provided to each product description, and from there, users may read about the product, download print versions, and order copies of published documents and data files (CD-ROM).

Finally, persons interested in specific data fields from this survey can use the IPEDS Peer Analysis System, found at http://nces.ed.gov/ipedspas. This web-based tool is designed to enable users to easily compare a postsecondary institution of the user's choice to a group of peer institutions, also selected by the user. The system generates reports using selected IPEDS variables of interest.

Key Publications: ***Current Funds Revenues and Expenditures of Degree-Granting Institutions***, February 1999.
This report presents revenue and expenditure data for the nation's higher education institutions for the fiscal year 1996. This report is described at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=1999161, and a PDF file may be downloaded.

Comments: For an overview of IPEDS, see the separate entry for the Integrated Postsecondary Education Data System (IPEDS) elsewhere in this Compendium.

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Keywords: Finance - Institutional, Revenues/Expenditures

Level: 50-State, Institutional, National

Organization: **National Center for Education Statistics (NCES)**

Title: **National Postsecondary Student Aid Study (NPSAS)**

Date: Triennial

Description: Initiated in 1986 by the National Center for Education Statistics, the National Postsecondary Student Aid Study is a comprehensive nationwide study to determine how students and their families pay for postsecondary education. Issued triennially, NPSAS surveys nationally representative samples of undergraduate, graduate, and first-year professional students across all postsecondary sectors and from all types and levels. It includes extensive demographic and descriptive data on postsecondary students while analyzing the participation of students in financial aid programs, special population enrollment in postsecondary education, and the distribution of students by major field of study. NPSAS also collects information from the Department of Education's National Student Loan Data System and has data on cumulative amounts of federal loans and Pell grants. The study is designed to address policy questions resulting from the rapid growth of financial aid programs and the changes in financial aid program policies.

NPSAS provides base year data for both the Baccalaureate and Beyond Longitudinal Study (B&B) and the Beginning Postsecondary Students Longitudinal Study (BPS). New cohorts for B&B alternate with BPS in using NPSAS as their base. Both of these studies are described in this Compendium.

Data Collected: Student data from institutional records:

- Year in school
- Major field of study
- Type and control of institution
- Attendance status
- Tuition and fees
- Admission test scores
- Financial aid awards
- Cost of attendance
- Student budget information
- Expected family contribution for aided students
- Grade point average
- Age
- Date first enrolled

Student data from interview:

- Level
- Major field of study
- Financial aid at other schools attended during year
- Other sources of financial support
- Monthly expenses
- Reasons for selecting the school they are attending
- Current marital status, age, race/ethnicity, sex
- Highest degree expected
- Employment and income
- Community service

Parent data from survey (last collected in 1996):
- Parents' marital status
- Age
- Highest level of education achieved
- Income
- Amount of financial support provided to children
- Types of financing used to pay child's education expenses
- Occupation and industry

Note: the parent survey was used to collect some information on students where no parental information existed; it was not intended to represent all parents of enrolled students.

Department of Education financial aid application/loan records:
- Types and amounts of federal financial aid received
- Total federal debt accrued
- Loan repayment status

Availability:

NPSAS products are too numerous to describe here, and users should visit the NPSAS homepage at http://nces.ed.gov/npsas/index.asp for up-to-date survey information. Specifically, visit the NCES Electronic Catalog for NPSAS at http://nces.ed.gov/pubsearch/getpubcats.asp?sid=013 for links to NPSAS reports, data products (including CD-ROMs), technical papers, and working papers. A complete product list is provided, and users can click on a title for the product abstract, online availability, ordering information, and other descriptors; in some cases, free copies of reports are available from ED Pubs. Additional information on ordering NCES publications is found at http://nces.ed.gov/help/orderinfo.shtml.

Data from this survey are also available through NCES' Data Analysis System (DAS), found at http://nces.ed.gov/das. DAS is a Windows software application that provides access to Department of Education survey data, allowing users to specify the information they want displayed in a table. The output table will contain the estimates (usually percentages of students) and corresponding standard errors which are calculated taking into account the complex sampling designs used in NCES surveys. In addition, the DAS software can create correlation matrices which can be used as input for most popular statistical programs to conduct multivariate analysis.

Key Publications:

Student Financing of Undergraduate Education, November 1998.
This is one of three major reports produced after each NPSAS survey. This report begins with an essay that describes the role of student loans within the context of tuition, the total price of attendance, and other financial aid available to undergraduates in 1995-96. In addition to the amounts borrowed by students for the 1995-96 academic year, the essay includes information on the cumulative amounts of federal loans borrowed by students throughout their undergraduate education. This report is described at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=98076, and a PDF file may be downloaded.

Student Financing of Graduate and First-Professional Education, April 1998. 133
This is one of three major reports produced after each NPSAS survey. This report uses the 1995-96 NPSAS data to describe the financing of graduate and first-professional education. This report is described at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=98083, and a PDF file may be downloaded.

Profile of Undergraduates in U.S Postsecondary Education Institutions, May 1998.
This is one of three major reports produced after each NPSAS survey. This report profiles undergraduates who were enrolled in U.S. postsecondary institutions in the academic year 1995-96. This report is described at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=98084, and a PDF file may be downloaded.

Middle Income Undergraduates: Where They Enroll and How They Pay for Their Education, July 2001.
This report examines the characteristics of dependent middle-income undergraduates who attended college full-time, full-year, and how they paid for their education. It compares these undergraduates with their lower and higher income counterparts while examining strategies that these middle income undergraduates might have used to meet the gap between financial aid and financial need (unmet need). This report is described at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001155, and a PDF file may be downloaded.

Undergraduates Enrolled with Higher Sticker Prices, March 2001.
This report investigates the differences between undergraduates who attended postsecondary institutions by the sticker price levels they faced. Student characteristics, reasons for attendance finances, academic differences, student satisfaction, and persistence are among the topics explored. This report is described at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001171, and a PDF file may be downloaded.

National Postsecondary Student Aid Study: Student Financial Aid Estimates for 1999-2000, July 2001.
This E.D. TAB report describes briefly some of the key findings of the latest (1999-2000) NPSAS based on a data file of approximately 50,000 undergraduates and 12,000 graduate and first-professional students. The sample represents about 16.5 million undergraduates and 2.7 million graduate and first-professional students enrolled during 1999-2000. The report is described at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001209 and a PDF file may be downloaded.

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Keywords: Access, Financial Aid

Level: National

Organization: **National Conference of State Legislatures (NCSL)**

Title: ***State Budget Actions***

Date: Annual

Description: Each summer, the Fiscal Affairs Program of the National Conference of State Legislatures (NCSL) surveys members of the National Association of Legislative Fiscal Offices (NALFO) for information on state budget and tax actions that occurred in their most recently completed legislative sessions. The State Budget Actions report addresses general fiscal conditions and spending priorities for the 50 states and the District of Columbia. A companion report, State Tax Actions, is described elsewhere in this compendium.

Data Collected:

- Total year-end balances as a percentage of general fund spending by state
- Summary of projected general fund revenues and expenditures.
- Projected percentage changes in general fund revenues and appropriations
- Summary of changes in general fund appropriations by budget category:
  - K-12 education
  - Higher education
  - Corrections
  - Medicaid

Availability: Print versions of this report are available from NCSL for $35. Order both "State Budget Actions" and "State Tax Actions" as a set for $50. Ordering information is found at http://www.ncsl.org/public/catalog/ordrfrm.htm. An online version of the 2000 executive summary and appendix tables are available at http://www.ncsl.org/programs/fiscal/sba00sum.htm. Appendix tables from this report are available to constituent members only. Preliminary information for the 2001 report is available at http://www.ncsl.org/programs/fiscal/presbta01.htm.

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Keywords: Finance – Government

Level: 50-State

Organization: **National Conference of State Legislatures (NCSL)**

Title: ***State Tax Actions***

Date: Annual

Description: Each summer, the Fiscal Affairs Program of the National Conference of State Legislatures (NCSL) surveys members of the National Association of Legislative Fiscal Offices (NALFO) for information on state budget and tax actions that occurred in their most recently completed legislative sessions. The State Tax Actions report provides data on tax changes in the 50 states and the District of Columbia and interprets these changes. A companion report, State Budget Actions, is described elsewhere in this compendium.

Data Collected:
- Net state tax changes as a percentage of previous year tax collections
- Net state tax changes by state
- Net state tax changes by type of tax
- Description of tax changes

Availability: Print versions of this report are available from NCSL for $35. Order both "State Budget Actions" and "State Tax Actions" as a set for $50. Ordering information is found at http://www.ncsl.org/public/catalog/ordrfrm.htm. An online version of the 2000 executive summary and appendix tables are available at http://www.ncsl.org/programs/fiscal/sta00sum.htm. Appendix tables from this report are available to constituent members only. Preliminary information for the 2001 report is available at http://www.ncsl.org/programs/fiscal/presbta01.htm.

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Keywords: Finance – Government

Level: 50-State, National

Organization: **National Governors Association (NGA) and National Association of State Budget Officers (NASBO)**

Title: ***Fiscal Survey of the States***

Date: Semiannual

Description: This semiannual report is based on a survey of states conducted by the National Governors Association and the National Association of State Budget Officers. Since 1977, it has served to provide an analysis of trends and significant developments in the fiscal condition of the states, including aggregate and state-by-state data on general fund receipts, expenditures, and balances. Each edition of The Fiscal Survey of States includes a special feature section that addresses a current state policy and/or budget issue.

Data Collected:

- State expenditure developments
  - Budget management
  - State spending
- State revenue developments
  - Collections (actual and projected)
- Total balances

Availability: The June 2001 report is available online in PDF format at http://www.nasbo.org/Publications/PDFs/FSJUN2001.pdf. Older reports may be downloaded from the NASBO publications page at http://www.nasbo.org/Publications.html. Print copies of this report are available for $25 from NASBO and NGA. An online ordering system is available from NGA at http://store.yahoo.com/governors/fissurofstat4.html. For copies of reports from NGA, call 1-301-498-3738 or by e-mail at opa@nga.org.

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Keywords: Finance – Government

Level: 50-State, National

Organization: **National Science Foundation (NSF)**

Title: **Survey of Federal Science and Engineering Support to Universities, Colleges, and Nonprofit Institutions**

Date: Annual

Description: This annual survey was initiated in 1965 by the National Science Foundation (NSF) to collect data on federal science and engineering (S&E) funding to individual academic and nonprofit institutions. The initial survey elicited information about academic institutions only. Information on nonprofit organizations was added in 1968. In 1971 the survey was expanded to include information on the S&E field. Data from this survey are published in the report, "Federal Science and Engineering Support to Universities, Colleges, and Nonprofit Institutions."

Data Collected:

- Federal obligations for science and engineering
- Trends in distribution of federal support by type of activity and agency
- Geographic distribution of federal support
- 100 institutions ranked by federal support received
- Federal obligations for S&E to universities and colleges, by state, institution, type of activity, and agency
- Federal obligations to Historically Black Colleges and Universities
- Federal obligations to systems of universities and colleges
- Federal obligations to nonprofit institutions

Availability: Data are available online in both HTML and PDF formats in the report, "Federal Science and Engineering Support to Universities, Colleges, and Nonprofit Institutions" at http://www.nsf.gov/sbe/srs/nsf01323/start.htm. Data from this survey are also available through WebCASPAR, NSF's database system, at http://caspar.nsf.gov/cgi-bin/WebIC.exe?template=nsf/srs/webcasp/start.wi. A print version of this report can be ordered from NSF. An online ordering form is available at http://www.nsf.gov/home/orderpub.htm.

Key Publications: ***Federal Science and Engineering Support to Universities, Colleges, and Nonprofit Institutions: Fiscal Year 1999 - Detailed Statistical Tables***, April 2001
Annual report containing detailed statistical data gathered in the Survey of Federal Science and Engineering Support to Universities, Colleges, and Nonprofit Institutions. This report is described at http://www.nsf.gov/sbe/srs/nsf01323/start.htm.

Related Publications: ***National Patterns of Research and Development Resources: 2000 Update***
Annual report describing and analyzing current patterns of research and development (R&D) in the United States, in relation to the historical record and the reported R&D levels of other industrialized countries. This report is described at http://www.nsf.gov/sbe/srs/nsf01309/start.htm.

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Keywords: Federal Support, Science/Math/Engineering

Level: 50-State, Institutional, National, Regional

Organization: **National Science Foundation (NSF)**

Title: **Survey of Research and Development Expenditures at Universities and Colleges**

Date: Annual

Description: This annual survey was initiated in 1972 by the National Science Foundation (NSF) to collect data on separately budgeted research and development expenditures within academia in the United States and outlying areas. The target population covers institutions that have doctoral programs in the sciences or engineering and/or are other institutions that annually perform at least $150,000 in separately budgeted R&D. All Historically Black Colleges and Universities with R&D programs are included, regardless of the level of R&D. Data from this survey are published in the report, "Academic Science and Engineering: R&D Expenditures."

Data Collected:

- Trends in R&D expenditures at universities and colleges, by source of funds or character of work
- R&D expenditures by source of funds and science and engineering field
- Federal and non-federal expenditures
- R&D Expenditures at Historically Black Colleges and Universities
- Geographic distribution of R&D expenditures
- R&D expenditures by institution
- R&D expenditures by field and amount
- Current fund expenditures for research equipment
- R&D expenditures at university-administered federally funded research and development centers

Availability: Data are available online in both HTML and PDF formats in the report, "Academic Research and Development Expenditures" at http://www.nsf.gov/sbe/srs/nsf01329/start.htm. Data from this survey are also available through WebCASPAR, NSF's database system, at http://caspar.nsf.gov/cgi-bin/WebIC.exe?template=nsf/srs/webcasp/start.wi. A print version of this report can be ordered from NSF. An online ordering form is available at http://www.nsf.gov/home/orderpub.htm.

Key Publications: ***Academic Research and Development Expenditures: Fiscal Year 1999 - Detailed Statistical Tables***, June 2001.
Annual report containing detailed statistical data gathered in the Survey of Research and Development Expenditures at Universities and Colleges. This report is described at http://www.nsf.gov/sbe/srs/nsf01329/start.htm.

Related Publications: ***National Patterns of Research and Development Resources: 2000 Update***
Annual report describing and analyzing current patterns of research and development (R&D) in the United States, in relation to the historical record and the reported R&D levels of other industrialized countries. This report is described at http://www.nsf.gov/sbe/srs/nsf01309/start.htm.

Science and Engineering Indicators: 2000
Annual report on trends in U.S. and international research and development (R&D) funds and alliances, in the S&E workforce, in science and mathematics education from the elementary level through graduate school and beyond, and in public attitudes and understanding of science and engineering. This report is described at http://www.nsf.gov/sbe/srs/seind00/start.htm.

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Keywords: Federal Support, Finance - Institutional, Revenues/Expenditures, Science/Math/Engineering

Level: 50-State, Institutional, National, Regional

Organization: **National Science Foundation (NSF)**

Title: **Survey of Scientific and Engineering Research Facilities**

Date: Biennial

Description: This biennial survey was initiated in 1988 by the National Science Foundation (NSF) to collect data on expenditures and needs for academic research facilities. The survey is sent to research-performing colleges and universities in the U.S. and to U.S. biomedical research institutions that received NIH funding. Research-performing academic institutions are defined as colleges and universities reporting more than $150,000 in research and development (R&D) expenditures and Historically Black Colleges and Universities with any R&D expenditures. Biomedical research institutions are independent research hospitals and nonprofit biomedical research organizations. Data from this survey are published in the report, " Scientific and Engineering Research Facilities at Universities and Colleges."

Data Collected:

- Current amount of research space
- Quality of research space
- Research space needs
- Costs and funding of repair/renovation and construction of research space
- Research facilities at Historically Black Colleges and Universities
- Biomedical research space available
- Biomedical space needs
- Costs and funding of repair/renovation and construction of biomedical research space

Availability: Data are published online in both HTML and PDF formats in the report, "Scientific and Engineering Research Facilities" at http://www.nsf.gov/sbe/srs/nsf01330/start.htm. A print version of this report can be ordered from NSF. An online ordering form is available at http://www.nsf.gov/home/orderpub.htm.

Key Publications:

Scientific and Engineering Research Facilities: 1999 - Detailed Statistical Tables, July 2001.
Annual report containing detailed statistical data gathered in the Survey of Scientific and Engineering Research Facilities. This report is described at http://www.nsf.gov/sbe/srs/nsf01330/start.htm.

Scientific and Engineering Research Facilities at Universities and Colleges: 1998, October 2000.
Annual report on availability, condition, and adequacy of the physical facilities needed to conduct science and engineering (S&E) research at our nation's colleges, universities, and biomedical research institutions. This report is described at http://www.nsf.gov/sbe/srs/srs00403/start.htm.

Related Publications:

Science and Engineering Indicators: 2000
Annual report on trends in U.S. and international research and development (R&D) funds and alliances, in the S&E workforce, in science and mathematics education from the elementary level through graduate school and beyond, and in public attitudes and understanding of science and engineering. This report is described at http://www.nsf.gov/sbe/srs/seind00/start.htm.

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Keywords: Facilities, Science/Math/Engineering

Level: National

Organization: **Research Associates of Washington**

Title: ***Inflation Measures for Schools, Colleges, and Libraries***

Date: Annual

Description: This annual report presents the School Price Index (SPI) and Higher Education Price Index (HEPI) and component salary and item price levels for the update fiscal year and historically to 1980-81. The indexes measure the yearly relative price level of over 100 items in both budgets. Price change data for 25 object components are organized in eight divisions--professional salaries, non-professional wages and salaries, fringe benefits, services, supplies and materials, equipment, library acquisitions, and utilities. These price indexes can be used to determine yearly real investment and to project future budget requirements to maintain purchasing power.

Data Collected:

- Inflation measures affecting education and libraries, by year
- Yearly percent change in Consumer Price Index, Higher Education Price Index, and public university full professor salaries
- School Price Index
- Higher Education Price Index
- University Library Price Index
- Research and Development Price Index
- College Library Price Index
- Tuition Price Index
- Public Library Price Index
- Comparisons to the Consumer Price Index

Availability: Data from this report on individual school-designed SPI indexes, institutionally tailored HEPI and academic library indexes, and specialized public library indexes are available in Excel format on 3 1/2" HD disks from Research Associates of Washington. A printed version of this report is also available. An online ordering form is available at http://www.rschassoc.com/orderform.html.

Comments: Research Associates of Washington began in 1981 as a privately owned proprietorship engaged in research and consulting in education, economics, and engineering. Areas of investigation have included state government financing of higher education, price index theory and compilation, geographical prevailing wages, cartography, and the physiology of heat stress.

Previously, Research Associates of Washington produced several annual reports, including the "Tuition Fact Book," last published in 1998; the "Higher Education Report Card," last published in 1998; and "Higher Education Revenues & Expenditures: A Study of Institutional Costs," published in 1991. Contact Research Associates for more information on these publications.

Currently, they are primarily performing consulting services in the following packages:

1) Higher Education State Rankings: This consulting service reports and analyzes the finances and enrollments of state public higher education systems.

2) Comparable Wealth, Funding Equity, and Role of Tuition: This study reports funding adequacy and equity within a state's public higher education system.

3) Institutional Funding, Budget Allocations, and Expenditures - Peer Group Comparisons: This third consulting service reports individual public or private institution and peer group comparisons of revenue and expenditure details.

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http://www.rschassoc.com/

Keywords: Finance - Institutional

Level: National

Organization: **State Higher Education Executive Officers (SHEEO)**

Title: ***Financing Higher Education in the New Century: The Third Annual Report from the States***

Author: Mary McKeown-Moak

Date: Annual

Description: Produced in cooperation with MGT of America, this annual SHEEO report summarizes major financing trends in higher education in the 50 states. It draws upon several national data sources, including the "Grapevine" project at Illinois State University, the American Association of State Budget Officers, and The College Board, and presents original data gathered from state higher education finance officers on recent legislative actions and plans. In 1999, SHEEO initiated this new annual series to replace the previous report on state higher education appropriations.

Data Collected:

- State appropriations and budget balances
- Regional changes in higher education appropriations
- Capital appropriations
- Pricing and financial aid trends
- Estimated student aid by source
- Emerging legislative issues

Availability: This 2001 report is available online in PDF format at http://www.sheeo.org/finance/fin-01-report.pdf. State appropriations data are available at the "Grapevine" website, http://coe.ilstu.edu/grapevine, described elsewhere in this compendium. Earlier versions of the report are available online in PDF format at http://www.sheeo.org/Publicat/pub-finan.htm. Printed versions are available for $16 from SHEEO.

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Keywords: Finance - Institutional, Finance - Government, Financial Aid, Tuition/Fees

Level: 50-State, National, Regional

Organization: **State University of New York (SUNY), The Nelson A. Rockefeller Institute of Government**

Title: ***Performance Funding and Budgeting: An Emerging Merger? The Fourth Annual Survey***

Author: Joseph C. Burke, et. al.

Date: 2000 (annual)

Description: This annual report is based on a survey of State Higher Education Finance Officers (SHEFOs), funded by a grant from the Pew Charitable trusts, on the current status and future prospects of performance funding and budgeting in all 50 states. Performance funding ties specified state funding directly and tightly to the performance of public campuses on individual indicators. Performance budgeting allows governors, legislators, and coordinating or system boards to consider campus allocations.

Data Collected:

Performance budgeting:
- States with performance budgeting
- Characteristics of performance budgeting
- Likelihood of continuing or adopting performance budgeting

Performance funding:
- States with performance funding
- Characteristics of performance funding
- Likelihood of continuing or adopting performance funding

Availability: Printed versions can ordered for $10. Orders can be placed online at http://www.rockinst.org/publications/pubs_and_reports.html (click on the appropriate cart icon).

Comments: The Nelson A. Rockefeller Institute of Government is the public policy research arm of the State University of New York. The Institute conducts public policy research on the role of state and local governments in American federalism and the management and finances of states and localities in major areas of domestic public affairs. The Rockefeller Institute's Higher Education Program seeks practical approaches to the issues facing colleges and universities by combining the expertise of practitioners and researchers in higher education with the contributions and concerns of trustees and opinion leaders in government, labor, and business.

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To order a copy of the latest report, e-mail charbonm@rockinst.org.

Keywords: Accountability, Finance - Institutional, Finance – Government

Level: 50-State, National

Organization: **Washington State Higher Education Coordinating Board**

Title: ***Washington State Tuition and Fee Report***

Date: Annual

Description: This annual report provides tuition and fee rates at two-year, four-year, and graduate public institutions in the 50 states. All data contained in this report were compiled using Washington State Higher Education Coordinating Board surveys of state agencies or individual institutions. Data on the state colleges and universities represent the average undergraduate charges at 215 state public institutions and the average graduate charges at 195 of those that offer graduate programs.

Data Collected: Tuition and required fees for:

- Flagship universities
  - Undergraduate and graduate, resident and non-resident
- Comprehensive colleges and universities
  - Undergraduate and graduate, resident and non-resident
- Community colleges
  - Resident and non-resident
- Selected peer institutions
  - Undergraduate and graduate, resident and non-resident

Availability: The 2000-2001 report is available online in PDF format at http://www.hecb.wa.gov/policy/Reports/TnFNat00-01.pdf. Data contained in this report, as well as the historical data since 1972-1973, are available upon request.

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http://www.hecb.wa.gov/

Keywords: Tuition/Fees

Level: 50-State, Institutional, National

Organization: **Western Interstate Commission for Higher Education (WICHE)**

Title: ***Tuition and Fees in Public Higher Education in the West***

Date: Annual

Description: This annual report provides tuition and mandatory fees at public institutions in the 15 states that are members of the Western Interstate Commission for Higher Education (Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming). The report includes an institution-by-institution historical review of tuition changes from year-to-year, as well as a 10-year average, and comparisons of tuition and fees by Carnegie Classification.

Data Collected: Tuition and fee rates for public undergraduate, graduate, 2-year, and 4-year institutions, for residents and non-residents, in current and constant dollars.

Availability: This report is available in PDF format at http://www.wiche.edu/PolicyInfo/Tuition_and_Fees_Reports/Tuition_and_fees_00-01/index.htm. Printed and PC diskette versions are available for $15 (plus $4 shipping and handling) from WICHE. An order form is available at http://www.wiche.edu/Pubs/orderform.htm. Online ordering is available at http://www.wiche.edu/Pubs/onlineorder.htm.

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Keywords: Tuition/Fees

Level: Institutional, Regional, State

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Organization: **College Board**

Title: **College Board High School Data File**

Description: The College Board High School Survey gathers core information from 27,000 public and private U.S. secondary institutions that have a 12th grade and offer a regular diploma. The 2000 data file includes information on type, enrollment, minority enrollment, SAT/ACT test scores, post-graduate plans, and special academic offerings. Information is available in three formats: as an Access or Excel file, in a directory, or on a searchable CD-ROM. All data are stored as numbers (not percentages) for easy aggregation.

Data Collected:

- Official name, address, phone, and web address
- Accreditation (regional or state)
- Type (public, Catholic, independent)
- Grade span
- Fall enrollment for grades 9 to 12 (past two years)
- Minority enrollment for grades 9 to 12
- Post graduate plans
- Number of graduates
- SAT/ACT test scores and number taking tests
- Special programs: Advanced Placement, block, English as a Second Language, International Baccalaureate, others
- Number of counselors

Availability: For information on Access or Excel files, contact the College Board High School Data Service. Data are licensed for research use only, and publication and mailing list uses are prohibited. The "College Board Guide to High Schools," a print directory, is available for $195. The "College Board Guide to High Schools for Windows," a CD-ROM, is available for $495. Prior to 2000, this survey was conducted in 1990 and 1993; it is now scheduled to be conducted every two years.

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Keywords: Assessment/Testing, K-12, K-16, Race/Ethnicity

Level: Institutional

Organization: **Education Week**

Title: ***Quality Counts 2001 - A Better Balance: Standards, Tests, and The Tools To Succeed***

Date: January 2001 (annual)

Description: This is Education Week's fifth annual 50-state report on the health of the nation's K-12 public education systems. This report brings together data from a variety of sources, including special surveys conducted by Education Week staff, and incorporates commentary by experts in the field. Each report contains an annual "State of the States" summary. This section presents more than 75 indicators of the health of each state's public education system, provides individual state report cards, and offers state-by-state summaries describing policy changes in education over the past year. In addition, each report includes a lead section on a special theme. The 2001 theme, "A Better Balance: Standards, Tests, and the Tools To Succeed," looks at how standards-based education is playing out in the classroom.

Data Collected: The "state of the states" section provides state-by-state information on:

- Student achievement
- Standards and accountability
- Improving teacher quality
- School climate
- Resources: adequacy and equity

The 2001 special focus section addresses:

- State attempts to find the right mix among the pieces of standards-based education
- Concerns about going overboard on testing
- Gaining ground in state standards and assessments
- Where states fall short
- How high to set the bar
- Pivotal local efforts

[The topics addressed in this section vary from year to year.]

Availability: This report is available online in HTML format at http://www.edweek.org/sreports/qc01. Printed copies may be purchased for $10 at http://www.edweek.org/products/special-reports/specials.htm.

Related Publications: ***Quality Counts 2000 - Who Should Teach?***
Education Week's fourth annual 50-state report brings together data from a variety of sources and focuses on the theme "Who Should Teach?" It examines what states are doing to attract, screen, and keep good teachers. This report is found at http://www.edweek.org/sreports/qc00.

Comments: Quality Counts 2000 is produced with support from the Pew Charitable Trusts (http://www.pewtrusts.com/).

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Keywords:

Accountability, Achievement, Assessment/Testing, K-12, Policy Issues, Sourcebook, Teacher – General

Level:

50-State, National

Organization: **Metropolitan Life Insurance Company**

Title: ***Metropolitan Life Survey of the American Teacher***

Date: Annual

Description: Since 1984, Louis Harris and Associates, Inc. (now Harris Interactive Inc.) has conducted this annual survey of public school teachers for the Metropolitan Life Insurance Company. The survey explores teachers' opinions on major education issues and brings them to the attention of the American public and policymakers. Each survey focuses on a different set of issues.

Data Collected: Survey topics have included the following:

- Preparing students for the 21st century
- Violence in the schools
- Building family-school partnerships
- Gender issues in public schools
- New teachers' expectations and ideals
- Opinions of former teachers
- Strengthening the teaching profession
- Restructuring the teaching profession

Availability: Each title in this series is described at http://www.metlife.com/Companyinfo/Community/Found/Docs/surveylist.html. Recent reports may be downloaded from this site in PDF format, and older surveys may be ordered from MetLife. (Some surveys are listed as "out of print.")

Key Publications:

The Metropolitan Life Survey of the American Teacher, 2000, Are We Preparing Students for the 21st Century?
This report explores what teachers, students, and parents think about today's teens, where they are headed, and how prepared they are to get there. The report is described at http://www.metlife.com/Companyinfo/Community/Found/Docs/2000pdf.html and a PDF file may be downloaded.

The Metropolitan Life Survey of the American Teacher, 1999, Violence in America's Public Schools-Five Years Later
This report is the third study in the MetLife series addressing school violence. The survey examines the issue of violence in public schools from the perspective of students, teachers, and law enforcement officials, and compares the findings with MetLife's 1993 study in which teachers and students were asked their opinions on the same issues. The report is described at http://www.metlife.com/Companyinfo/Community/Found/Docs/99pdf.html, and a PDF file may be downloaded.

The Metropolitan Life Survey of the American Teacher, 1998, Building Family-School Partnerships: View of Teachers and Students
This report examines parental involvement in our nation's schools from the perspective of teachers and students. The report is described at http://www.metlife.com/Companyinfo/Community/Found/Docs/pdf.html, and a PDF file may be downloaded.

Comments: The Metropolitan Life Foundation was established in 1976 by MetLife for the purpose of supporting various educational, health and welfare, and civic and cultural organizations. MetLife Foundation is committed to strengthening the quality of education, and it supports activities in precollege education; business, insurance and economic education; and higher education. Emphasis is placed on supporting programs that provide opportunities for minorities and youth, and on activities that include the classroom teacher in the school restructuring process. Many projects in education supported by the Foundation are developed as a result of findings from the American teacher surveys.

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Keywords: K-12, Teacher – General

Level: National

Organization: **National Center for Education Statistics (NCES)**

Title: **Common Core of Data (CCD)**

Date: Annual

Description: The Common Core of Data (CCD) is the Department of Education's primary database on public elementary and secondary education in the United States. The CCD survey annually collects data about all public elementary and secondary schools, all local education agencies, and all state education agencies throughout the U.S. It is made up of a set of five surveys sent to state education agencies (SEAs), and most of the data are obtained from administrative records maintained by the SEAs. Statistical information is collected from approximately 90,000 public elementary and secondary schools, approximately 16,000 public school districts, and the 50 states, the District of Columbia, Department of Defense Schools, and the outlying areas. The SEAs compile CCD-requested data into prescribed formats and transmit the information to NCES. CCD collects general descriptive information on schools and school districts, data on students and staff, and fiscal data. In addition to providing basic information and descriptive statistics, CCD provides an official listing of schools and school districts in the nation which is used to select samples for other NCES surveys.

Data Collected: Components of the survey include:

- Public school universe
  - School location and type
  - Enrollment by grade and student characteristics
  - Number of classroom teachers
- Local Education Agency (LEA) (school district) universe
  - Phone number
  - Location and type of agency
  - Current number of students
  - Number of high school graduates and completers
- State aggregate nonfiscal report
  - Number of students by grade level
  - Full-time equivalent staff by major employment category
  - High school graduates and completers in the previous year
- State aggregate fiscal report
  - Average daily attendance
  - School district revenues by source (local, state, federal)
  - Expenditures by function (instruction, support services, non-instruction) and subfunction (school administration, etc.)
- School district fiscal data
  - Revenues by source
  - Expenditures by function and subfunction
  - Enrollment

Availability: CCD products are too numerous to describe here, and users should visit the CCD homepage at http://nces.ed.gov/ccd for up-to-date survey information. Specifically, visit the NCES Electronic Catalog for CCD at http://nces.ed.gov/pubsearch/getpubcats.asp?sid=001 for links to CCD data products, reports, technical papers, and working papers. A complete product list is provided, and users can click on a title for the product abstract, online

availability, ordering information, and other descriptors; in some cases, free copies of reports are available from ED Pubs. Additional information on CCD data sets is found at http://nces.ed.gov/ccd/ccddata.html. Additional information on ordering NCES publications is found at http://nces.ed.gov/help/orderinfo.shtml.

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http://nces.ed.gov/help/orderinfo.shtml

Keywords: K-12, Teacher – General

Level: 50-State, Institutional, National

Organization: **National Center for Education Statistics (NCES)**

Title: ***Dropout Rates in the United States***

Date: Annual

Description: This report presents national data on high school dropout rates and high school completion rates since 1972. It also provides state-level information for the 1990s. In addition to showing basic rates, the report studies the relationship between various individual and family characteristics on the one hand, and high school dropout and completion propensity, on the other. The most recent report, published in November 2000 and presenting data on 1999, is the twelfth report in this series.

Data Collected:

- Types of dropout rates (event, status, and cohort rates)
- Event dropout rates
  - By income
  - By race/ethnicity
  - By age and sex
  - By region and state
- Status dropout rates
  - By race/ethnicity
  - Hispanic dropout rates by immigration status
  - By age and sex
  - By region
- High school completion rates
  - By race/ethnicity
  - By age and sex
  - By region and state
  - Method of high school completion

Availability: The 2000 report is described at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001022, and a PDF file may be downloaded from this page. Print copies may be ordered from ED Pubs; additional information on ordering NCES publications is found at http://nces.ed.gov/help/orderinfo.shtml.

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http://nces.ed.gov/help/orderinfo.shtml

Keywords: K-12

Level: 50-State, National

Organization: **National Center for Education Statistics (NCES)**

Title: **National Assessment of Educational Progress (NAEP)**

Description:

The National Assessment of Educational Progress (NAEP), also known as "the Nation's Report Card," is a nationally representative and continuing assessment of what America's K-12 students know and can do in various subject areas. Since 1969, assessments have been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. The Commissioner of Education Statistics, who heads the National Center for Education Statistics, is responsible by law for carrying out the NAEP project. The National Assessment Governing Board (NAGB), appointed by the Secretary of Education but independent of the Department of Education, governs the program. NAEP offers results regarding subject-matter achievement, instructional experiences, and school environment for populations of students (e.g., fourth-graders) and subgroups of those populations (e.g., female students, Hispanic students). It does not provide scores for individual students or schools. NAEP results are based on a sample of student populations of interest.

National NAEP reports information for the nation and specific geographic regions of the country. Since 1990, NAEP assessments have also been conducted on the state level; a state can choose to participate and receive assessment results for that state. NAEP long-term trend assessments are designed to give information on the changes in the basic achievement of America's youth. They are administered nationally and report student performance at ages 9, 13, and 17 in mathematics, science, reading, and grades 4, 8, and 11 in writing. In addition to the assessments, NAEP coordinates a number of special educational studies related to assessment. Ongoing projects include the High School Transcript Study and a Technology-Based Assessment project.

Data Collected:

- NAEP conducts assessments in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. Results are presented by:
  - Gender
  - Race/ethnicity
  - Region of the country
  - Type of school location
  - School type
  - Student eligibility for the free/reduced price lunch program
- NAEP collects contextual information through four questionnaires:
  - Student questionnaire
    - Background characteristics
    - Subject area experience
    - Motivation on the assessment
  - Teacher questionnaire
    - Background and training
    - Classroom-by-classroom information
  - School questionnaire
  - SD/LEP questionnaire

Availability: NAEP products are too numerous to describe here, and users should visit the NCES Electronic Catalog for NAEP at http://nces.ed.gov/pubsearch/getpubcats.asp?sid=031 for links to NAEP reports, data products (including CD-ROMs), technical papers, and working papers. In addition to general categories, products are listed by subject area: Arts, Civics, Geography, Mathematics, Reading, Science, U.S. History, and Writing. A complete product list is provided, and users can click on a title for the product abstract, online availability, ordering information, and other descriptors; in some cases, free copies of reports are available from ED Pubs. Additional information on ordering NCES publications is found at http://nces.ed.gov/help/orderinfo.shtml.

NAEP data may also be explored through the NAEP Data Tool found at http://nces.ed.gov/nationsreportcard/naepdata. Users can generate a series of data tables by selecting a subject, grade, jurisdiction, and category, or by selecting a keyword, and new features allow users to customize the data.

Key Publications: ***The Nation's Report Card: Mathematics 2000***, August 2001. This report presents the results of the 2000 NAEP assessment in mathematics for the nation and for participating states and jurisdictions. Student performance is reported in terms of average scale scores on the NAEP mathematics scale and by the percentages of students who attained the achievement levels set by the National Assessment Governing Board. In addition, the report presents percentile distributions and demographic subgroup results. The report presents information on contexts for learning mathematics, including teacher characteristics, classroom practices, use of computers/calculators, student attitudes toward mathematics, and out-of-classroom activities. This report is described at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001517, and a PDF file may be downloaded.

The Nation's Report Card: State Mathematics 2000 Reports, August 2001. This series of reports provides an overview for each participating state/jurisdiction on the results of the NAEP 2000 Mathematics assessment as well as the state's previous mathematics assessments. This series of reports is described at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001519; users may select individual state reports and download PDF files.

Comments: The NAEP homepage at http://nces.ed.gov/nationsreportcard provides up-to-date coverage of current activities. It offers a "Stat of the Week," recent press releases, updates on "StatChats," and other current events.

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http://nces.ed.gov/help/orderinfo.shtml

Keywords: Accountability, Achievement, Assessment/Testing, K-12

Level: National, Regional, State

Organization: **National Center for Education Statistics (NCES)**

Title: **Schools and Staffing Survey (SASS)**

Description: SASS is a comprehensive sample survey of the characteristics and conditions of American public and private K-12 schools and the teachers and principals who work in them. Its primary purpose has been to monitor teacher supply and demand conditions, characteristics and qualifications of teachers and principals, and basic conditions in schools. SASS was first conducted during the 1987-88 school year, and repeated in 1990-91, 1993-94, and 1999-2000. It is planned to be conducted every four years in the future.

From its inception, SASS has had four components - the School Questionnaire, the Teacher Questionnaire, the Principal Questionnaire, and the School District Questionnaire. In addition, the Teacher Follow-up Survey (TFS) is conducted a year after each SASS cycle to collect information on current and former teachers' employment and teaching status, educational activities and future plans, and opinions on school climate and aspects of their job. SASS is designed to provide trend data over time as well as state representative data for the public sector.

Data Collected: SASS' extensive list of survey items includes:

- Teacher questionnaire
  - Teacher preparation, induction, and professional development
  - Teaching assignment
  - Certification
  - Workload
  - Perceptions and attitudes about teaching
- School principal questionnaire
  - Training and experience
  - Salary
  - Barriers to dismissing poor or incompetent teachers
- School questionnaire
  - Number of students enrolled
  - Staffing patterns
  - Teaching vacancies
- School district questionnaire
  - Student enrollments
  - Number of teachers
  - Teacher recruitment and hiring practices
  - Teacher salary schedules
  - Professional development for teachers and administrators

Availability: SASS products are too numerous to describe here, and users should visit the SASS homepage at http://nces.ed.gov/surveys/sass for up-to-date survey information. Specifically, visit the NCES Electronic Catalog for SASS at http://nces.ed.gov/pubsearch/getpubcats.asp?sid=003 for links to SASS reports, data products (including CD-ROMs), technical papers, and working papers. A complete list is provided, and users can click on a title for the product abstract, online availability, ordering information, and other descriptors. For technical information related to SASS data, users should visit

http://nces.ed.gov/surveys/sass/asp/data.asp. Additional information on ordering NCES publications is found at http://nces.ed.gov/help/orderinfo.shtml.

Data from the first three administrations of SASS are available now. The first publication of the 1999-2000 results, tentatively titled "Schools and Staffing Survey 1999-2000: A Statistical Analysis Report," will be available later in 2001. The restricted use data file and codebook will be available in fall 2001, and the public use data file is anticipated to be released in early 2002. Teacher Follow-Up data collected in 2000-2001 will be available approximately a year later.

Key Publications:

Teacher Supply in the United States: Sources of Newly Hired Teachers in Public and Private Schools, 1987-88 to 1993-94, August 2000.
This report analyzes 1993-94 SASS data, examining rates of entry from four supply sources (newly prepared teachers, delayed entrants, transfers, and reentrants) and the characteristics and qualifications of each source. Comparisons are made to 1987-88 and 1990-91 data. This report is described at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2000309, and a PDF file may be downloaded.

Job Satisfaction Among America's Teachers: Effects of Workplace Conditions, Background Characteristics, and Teacher Compensation, August 1997.
This report describes the satisfaction with teaching as a career of the nation's K-12 teachers and identifies factors associated with job satisfaction. Factors include characteristics of the school and the workplace, the teacher's background, salary, and other benefits. This report is described at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=97471, and a PDF file may be downloaded.

Characteristics of Stayers, Movers, and Leavers: Results from the Teacher Follow-up Survey 1994-95, May 1997.
This report presents data from the 1994-95 Teacher Follow-up Survey, linking responses to data collected in the 1993-94 SASS survey. It explores the characteristics of stayers, movers, and leavers; teacher attrition rates; what persons who have left the teaching profession are doing and why they left teaching; and teacher opinions, attitudes, and reasons for dissatisfaction. This report is described at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=97450, and a PDF file may be downloaded.

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http://nces.ed.gov/help/orderinfo.shtml

Keywords: Teacher - General, Teacher Mobility-General, Teacher Supply & Demand

Level: National

Organization: **National Center for Education Statistics (NCES)**

Title: **Third International Mathematics and Science Study (TIMSS)**

Description:

The Third International Mathematics and Science Study (TIMSS), conducted in 1995, examined the mathematics and science achievement of students in 42 countries at three different grade levels--fourth, eighth, and the end of secondary school. One of the motivations for United States participation in TIMSS was a desire to gauge how close the U.S. was to its goal of being first in the world in mathematics and science achievement. For the U.S., a national probability sample was drawn that resulted in over 500 schools and approximately 33,000 students participating in the study.

The Third International Mathematics and Science Study-Repeat (TIMSS-R), conducted in 1999, was designed to provide information on U.S. progress toward its goal of being first in the world in math/science in the four years since TIMSS. Eighth-grade students in 38 countries participated in TIMSS-R. For the U.S., a national probability sample was drawn that resulted in 221 schools and over 9000 students participating at the eighth-grade level.

In addition to the basic study (assessments and questionnaires), other components of TIMSS and TIMSS-R include the Video Study (1995 and 1999), the Benchmarking Study (1995 and 1999), Case Studies (1995), and the Curriculum Study (1995).

Data Collected:

- Student assessments in math and science
- Teacher questionnaire
  - Basic demographics
  - Attitudes and beliefs about teaching and learning
  - Teaching assignments
  - Class size and organization
  - Topics covered
  - Use of various teaching tools
  - Instructional practices
  - Participation in professional development
- Student questionnaire
  - Basic demographics
  - Daily activities
  - Family attributes
  - Educational resources in their homes
  - Attitudes and beliefs about learning
  - Instructional processes in the classroom
  - Study habits and homework
- School questionnaire (completed by principal)
  - Community attributes
  - Staffing
  - Teaching assignments
  - Policy and budget responsibilities
  - Curriculum
  - Enrollment
  - Behavioral problems
  - Instructional organization
  - Mathematics and science courses offered

Availability: TIMSS products are too numerous to describe here. Users should visit the TIMSS Resources page at http://nces.ed.gov/timss/timss95/resources.asp and the TIMSS-R Resources page at http://nces.ed.gov/timss/timss- r/ resource.asp for links to publications, data products, and speeches and statements. By clicking on any of the options, a product list is produced from which users can click on a title for the product abstract, online availability, ordering information, and other descriptors; in some cases, free copies of reports are available from ED Pubs. Additional information on ordering NCES publications is found at http://nces.ed.gov/help/orderinfo.shtml.

Note: the NCES Resources pages include some materials produced by other organizations, such as the TIMSS International Study Center at Boston College.

Key Publications: ***Pursuing Excellence: Comparisons of International Eighth-Grade Mathematics and Science Achievement from a U.S. Perspective, 1995 and 1999***, December 2000.
This report details findings on the performance of eighth-grade students in mathematics and science in 1999, as well as changes in mathematics and science achievement in participating nations between 1995 and 1999. In addition, initial findings on education-related contextual factors related to teaching and curriculum in 1999 are discussed. The report is described at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001028, and a PDF file may be downloaded.

TIMSS 1999 International Science Report, December 2000.
This report details findings on the science achievement of eighth-grade students, performance at international benchmarks, student attitudes toward science, and science curriculum and instruction. The report is described at http://timss.bc.edu/timss1999i/science_achievement_report.html, and PDF files may be downloaded. This report is available through the TIMSS International Study Center at Boston College.

Related Publications: ***International Mathematics and Science Assessments: What Have We Learned***, February 1992.
This report describes six early international studies of science and mathematics achievement conducted by IEA or IAEP, discusses their findings, and examines the methodologies used in the studies. The report also offers suggestions for improving future studies. This report is described at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=92011, and a PDF file may be downloaded.

Comments: TIMSS was built on the findings of four studies of mathematics and science achievement conducted between 1960 and 1986 by the International Association for the Evaluation of Educational Achievement (IEA): the First International Mathematics Study (FIMS), involving 12 countries, mainly industrialized Western European countries; the First International Science Study (FISS), involving 19 countries; the Second International Mathematics Study (SIMS), involving 20 countries; and the Second International Science Study (SISS), with 24 countries participating. Although the results of these studies have been called into question due to poor response rates, these initial studies were the first of their kind and provided a basis on which TIMSS could build and improve.

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http://nces.ed.gov/help/orderinfo.shtml

Some materials from TIMSS-R are available through:
TIMSS International Study Center
Campion Hall Room 332
Lynch School of Education
Boston College
Chestnut Hill, MA 02467
Phone: (617) 552-1600
Fax: (617) 552-1203
Email: isc@bc.edu
http://www.timss.org

Keywords: Accountability, Achievement, Assessment/Testing, International, K-12, Science/Math/Engineering

Level: International, National

Organization: **National Education Association (NEA)**

Title: ***Rankings and Estimates: Rankings of the States 2000 and Estimates of School Statistics 2001***

Date: 2001 (annual)

Description: This publication combines two reports which provide data on the extent to which local, state, and national governments commit resources to public education. Produced since the 1960s, Part I, Rankings, provides state-level data on an array of topics, ranking the states on government financing of public education, state demographics, and many public school indicators. Of particular interest is Series C, which focuses on personnel and salaries and includes 22 rank-ordered tables for the 50 states and the District of Columbia. Part II, Estimates, now in its 58th year of publication, provides projections of information about public school enrollment, employment and compensation of personnel, and finances. The combined report, Rankings and Estimates, serves as a basic data resource and tool to assist researchers, policymakers, and the public in examining public education issues.

Data Collected: Rankings 2000 presents state-level rank-ordered statistics on:

- Population, including school-age population
- Enrollment, attendance, and membership
- Faculty
  - Total instructional and non-instructional staff
  - Students enrolled per teacher
  - Average salaries of public school teachers
  - Percentage change in average salaries of public school teachers
- General financial resources
- Governmental revenue
- School revenue
- Government expenditures
- School expenditures

Estimates 2001 presents trend data on:

- General administration
- Students
  - Fall enrollment
  - High school graduates
- Instructional staff
  - Total instructional staff
  - Classroom teachers
  - Instructional staff and classroom teacher salaries
- Revenues
- Expenditures

Availability: This report is available online in PDF format at http://www.nea.org/publiced/edstats/00rankings/00rankings.pdf. Limited numbers of complimentary copies are available from NEA Research. Additional copies may be purchased from the NEA Professional Library Distribution Center.

Contact:
For more information and complimentary copies (limited number):
National Education Association (NEA)
1201 16th Street, NW
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Phone: (202) 833-4000
http://www.nea.org

Additional Contact Information:
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Keywords:
Finance - Government, K-12, Teacher - General, Teacher Compensation

Level:
50-State, National

Organization: **Western Interstate Commission for Higher Education (WICHE)**

Title: ***Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1996 to 2012***

Date: 1998

Description: This periodic report presents historical enrollment data and projections of high school graduates for each of the 50 states and the District of Columbia, the regions, and the nation. Projections are included for total public graduates, public graduates by race/ethnicity, and non-public graduates. Projections are based on historical data through the 1995-96 school year and extend through the 2011-12 school year. Previous sets of projections were published by WICHE in 1979, 1984, 1988, and 1993.

Projections are based on the cohort survival method and utilize birth data from the National Center for Health Statistics and school enrollment and high school graduate data from state education agencies. A detailed methodology section is included in the report.

Data Collected:

- Trends in public and non-public elementary and secondary enrollments
- Trends in public and non-public high school graduates
- Projections of public and non-public high school graduates for the nation, regions, and states
- Projections of public high school graduates by race/ethnicity for the nation, regions, and states

Availability: This report is described at http://www.wiche.edu/PolicyInfo/High_School-Graduates/index.htm, and highlights are provided online. The paper version is available for purchase for $39 plus shipping and handling. In addition, regional compendiums and detailed grade-by-grade progression and projection tables for each state and region are available on paper, CD-ROM, and diskette. Detailed ordering information is provided at http://www.wiche.edu/PolicyInfo/High_School-Graduates/hsgrad4.htm.

Comments: This report is a joint publication of WICHE and The College Board, with additional support from the James Irvine Foundation and the W.K. Kellogg Foundation.

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Additional Contact Information: For copies of reports, call WICHE Publications at (303) 541-0290. Ordering information is available at http://www.wiche.edu/Pubs/orderoptions.htm.

Keywords: Demographics, K-12, Projections, Race/Ethnicity

Level: 50-State, National, Regional

Section VI: Adult/Workforce

American Council on Education (ACE)
Who Took the GED? 181

National Center for Education Statistics (NCES)
Adult Literacy and Lifeskills Survey (ALL) 182
National Assessments of Adult Literacy (NAAL) 183
National Household Education Surveys Program (NHES) 185

Organization: **American Council on Education (ACE)**

Title: ***Who Took the GED?***

Date: Annual

Description: Every year, the GED Testing Service, a program of ACE's Center for Adult Learning & Education Credentials, publishes a statistical report on the General Educational Development (GED) tests. The report describes who took the tests, the number of test-takers meeting score requirements, and the number of credentials issued in every participating jurisdiction during the current calendar year. The report also analyzes trends in participation, educational plans, and special testing accommodations, as well as overall trends in testing data since 1949.

Data Collected:

- Highest grade completed
- Number and percent planning postsecondary study
- Number on active military duty
- Number tested by age group
- Percentage tested by age group
- Number of credentials issued and percents by age group
- Passing score requirements by jurisdiction

Availability: A description of and ordering information for a print version of the most recent report, "Who Took the GED? GED 2000 Statistical Report (2001)," is available at http://www.acenet.edu/bookstore/index.cfm?pubID=232. Previous years' statistical reports may also be ordered.

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http://www.acenet.edu/

Additional Contact Information: For copies of reports:
GED Fulfillment Service
P.O. Box 261
Annapolis Junction, MD 20701
Phone: (301) 604-9073
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Keywords: Adult Education, Assessment/Testing

Level: 50-State, National

Organization: **National Center for Education Statistics (NCES)**

Title: **Adult Literacy and Lifeskills Survey (ALL)**

Description: Currently in the pilot testing phase of development, the Adult Literacy and Lifeskills survey (formerly known as the International Life Skills Survey (ILSS)) is a large-scale, international comparative assessment designed to identify and measure a range of skills linked to the social and economic characteristics of adult individuals (16-65) across (or within) nations. Skills to be directly measured include prose and document literacy, numeracy, analytical reasoning, teamwork, and information and communication technology literacy. Anticipated survey administration is 2002.

Data Collected: Background areas to be addressed include:
- Educational attainment and participation
- Parental information
- Labor force activities
- Income

Skill areas to be addressed:
- Prose and document literacy
- Numeracy
- Analytical reasoning
- Teamwork
- Information and communication technology literacy

Availability: None currently

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Keywords: Adult Literacy, Assessment/Testing, International

Level: International, National

Organization: **National Center for Education Statistics (NCES)**

Title: **National Assessments of Adult Literacy (NAAL)**

Description: Since 1985, the National Center for Education Statistics (NCES) has conducted nationally representative, continuing assessments of English language literacy skills of American adults. Through the analysis of data gathered in these periodic national surveys, NCES describes the status of adult literacy in the United States, reports on national trends, and identifies relationships between literacy and selected characteristics of adults. The upcoming survey, the National Assessments of Adult Literacy (NAAL) is scheduled for 2002 and replaces the National Adult Literacy Survey (NALS), last performed in 1992. Starting in 1992 with the State Adult Literacy Survey (SALS), states have had the opportunity to develop representative state-level data to be included in the survey. The upcoming state-level survey, Statewide Assessment of Adult Literacy (SAAL), will be included with NAAL.

NAAL will be an in-person household survey that includes an assessment of English-language literacy skills and an interview to collect background information. The literacy assessment measures the ability to use printed or written materials to perform prose, document, or quantitative tasks that simulate real-life experiences. The background questionnaire will identify key population subgroups (i.e., by age, gender, race and ethnic group, and language minority) and address issues related to disabilities, health, English as a second language, education, employment, and other literacy-related activities.

Data Collected: The 1992 National Adult Literacy Survey (NALS) collected:

- Background descriptors (age, sex, race/ethnicity, and country of birth)
- Level of education
- Type of illness, disability, or impairment
- Work history (occupation, wages, and number of weeks worked)
- Voting behavior, reading newspapers, and sources of information
- Prose, document, and quantitative literacy

Availability: NAAL products are too numerous to describe here, and users should visit the NCES Electronic Catalog NAAL publications page at http://nces.ed.gov/pubsearch/getpubcats.asp?sid=032 for links to NAAL reports and data products. A complete list is provided, and users can click on a title for the product abstract, online availability, ordering information, and other descriptors.

Selected data files from the 1992 National Adult Literacy Survey (NALS) are available online in WinZip form at http://nces.ed.gov/naal/analysis/download.asp. Other downloadable information includes the item parameters and electronic codebook. Further descriptive information is available at http://nces.ed.gov/naal/analysis/resources.asp.

Key Publications:

Adult Literacy and Education in America, August 2001.
This report analyzes the literacy proficiencies of the nation's adults in relation to their schooling, with a special focus on adults who did not complete high school, those whose proficiencies were below average, and those who enrolled in programs to improve their basic literacy. This report is described at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001534, and a PDF file may be downloaded.

English Literacy and Language Minorities in the United States, March 2001.
This report provides an in-depth look at adult residents of the United States who were either born in other countries or were born in the United States but spoke a language other than English as young children. The report explores the English fluency and literacy of this population, their fluency and literacy in their native languages, and their employment patterns and earnings. This report is described at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001464, and a PDF file may be downloaded; this report will only be available online.

Literacy in the Labor Force: Results from the National Adult Literacy Survey, September 1999.
This report analyzes the literacy proficiencies of the nation's civilian labor force, as well as the employed and unemployed, and selected demographic and socioeconomic subgroups of employed civilians. It also compares literacy skills found in major occupations and industries, and analyzes the relationship between literacy proficiencies and wages. This report is described at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=1999470, and a PDF file may be downloaded.

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Keywords: Adult Literacy, Assessment/Testing

Level: National, State

Organization: **National Center for Education Statistics (NCES)**

Title: **National Household Education Surveys Program (NHES)**

Description: This program is a data collection system of the National Center for Education Statistics (NCES) designed to provide descriptive data on the educational activities of the U.S. population. Conducted in the springs of 1991, 1993, 1995, 1996, 1999, and 2001, the National Household Education Surveys Program (NHES) consists of six survey areas: Adult Education, Before- and After-School Programs and Activities, Civic Involvement, Early Childhood Program Participation, Parent and Family Involvement in Education, and School Readiness. Although the primary purpose of the NHES is to conduct repeated measurements of the same phenomena at different points in time, one-time surveys on topics of interest to the Department of Education have also been fielded, such as the School Safety and Discipline survey in 1993 and the Household and Library Use in 1996. NHES will be conducted again in 2003, and periodically thereafter.

The Adult Education survey is most relevant to the postsecondary community.

Data Collected: Adult Education:

- Background information (e.g. age, race/ethnicity, grade completed/diploma, work, languages spoken)
- ESL classes
- Basic skills and GED preparation
- Credential programs (college and university degree programs, vocational or technical diploma programs)
- Apprenticeship programs
- Work-related courses
- Personal interest/development courses
- Literacy activities and community involvement
- Household characteristics

Availability: NHES products are too numerous to describe here, and users should visit the NCES Electronic Catalog NHES publications page at http://nces.ed.gov/pubsearch/getpubcats.asp?sid=004 for links to NAAL reports and data products. A complete list is provided, and users can click on a title for the product abstract, online availability, ordering information, and other descriptors. Data from the 2001 surveys should be available early summer 2002.

Key Publications: ***Participation in Adult Education in the United States: 1998-1999***, November 1999.
This brief provides the latest estimates of the level of adult participation in various education activities including participation in Adult Basic Education and English as a Second Language (ESL) programs, work-related education activities, postsecondary credential programs, apprenticeship programs, and personal development classes. This report is described at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2000027.

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Keywords: Adult Education, K-12

Level: National

Section VII: Other Resources

American Association of State Colleges and Universities (AASCU)
State Issues Digest 188

Association of Governing Boards of Universities and Colleges (AGB)
Ten Public Policy Issues for Higher Education 189

Campus Computing Project
Campus Computing Survey 190

Education Commission of the States (ECS)
State Postsecondary Education Structures Sourcebook 191

National Education Association (NEA)
Higher Education Issues Survey 193

Organization: **American Association of State Colleges and Universities (AASCU)**

Title: ***State Issues Digest***

Date: Annual

Description: This annual report provides up-to-date information and analysis of state-level higher education policy developments. A major component of each edition is a summary of AASCU's annual State Issues Survey completed by AASCU members--presidents and chancellors representing public colleges and universities across the nation. Other sections of the report address additional higher education policy issues and vary from year to year.

The third and most recent edition in the series is composed of three sections. The first, summarizing the State Issues Survey, provides insight into presidents' and chancellors' views about governance and management issues; fiscal issues; and other policy issues such as teacher preparation accountability, faculty issues, remedial education, and admissions standards. The second section analyzes the content of the "state of the state" addresses offered by the nation's governors over the past year, focusing primarily on governors' education priorities. The final section of the 2000 report addresses key policy developments related to teachers and teaching.

Data Collected: The State Issues Survey provides presidents' and chancellors' views on:

- Changes in institutional governance
- Changes in institutional mission
- Relationships between institutions and governors, legislators, and governing/coordinating boards
- Management reforms
- Fiscal condition in the states
- Higher education budgets in the states
- Perceived level of agreement between higher education leaders and state policymakers
- Key academic issues

Availability: This report is available online in pdf format at http://www.aascu.org/pdf/stateissuesdigest2000.pdf.

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Keywords: Governance, Policy Issues, State Government

Level: National

Organization: **Association of Governing Boards of Universities and Colleges (AGB)**

Title: ***Ten Public Policy Issues for Higher Education***

Description: This paper highlights the major federal and state public policy issues that will affect higher education in the next two years. Its purpose is to provide higher education officials with brief descriptions of the most important public policy issues, as well as a "crystal-ball look" at how these issues will affect their institutions. Each section is authored by an expert in the field, and references are provided for more information. This is the sixth time AGB has published this paper.

Data Collected: The issues discussed in this report vary from year to year and reflect current policy concerns. 2001-2002 issues are:

- Tax cuts and the federal budget
- Economic slowdown
- Affirmative action
- Student aid policies
- Economic and workforce development
- Information technology
- Teacher training and quality
- Public perception of higher education
- Standards, accountability, and high stakes testing
- Intercollegiate athletics

Availability: Highlights from the 2001-02 report are provided at http://www.agb.org/about13.cfm, and AGB members may view the entire document from this site. Non-members may purchase the report online for $9.95 at https://www.agb.org/catalog2/iteminfo.cfm?itemid=476&compid=1&g=t.

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http://www.agb.org/

Keywords: Policy Issues

Level: National

Organization: **Campus Computing Project**

Title: **Campus Computing Survey**

Date: Annual

Description: Now in its 12th year, the annual Campus Computing Survey is the largest continuing study of the role of information technology in U.S. higher education. Each year approximately 600 two-and four-year public and private colleges and universities participate in this survey which focuses on campus planning and policy affecting the role of information technology in teaching, learning, and scholarship.

Data Collected: Survey topics include:
- Top information technology (IT) issues on U.S. campuses
- IT personnel issues
- Use of IT in instruction
- WWW site services
- IT strategic and financial planning
- Off-campus dial-up services for students and faculty
- Persistent IT problems

Availability: A summary of results from the 2001 Campus Computing Survey is available online in HTML and PDF formats. The full report may be ordered for $37 (plus $2 shipping) at http://www.campuscomputing.net/order.html or by calling the Campus Computing Project (available December 10, 2001).

Comments: Begun in 1990, the Campus Computing Project focuses on the use of information technology in higher education. The project's national studies draw on qualitative and quantitative data to help inform faculty, campus administrators, and others interested in the use of information technology in American colleges and universities. Many papers and presentations are available on the Campus Computing Project web site.

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Keywords: Technology

Level: National

Organization: **Education Commission of the States (ECS)**

Title: ***State Postsecondary Education Structures Sourcebook***

Date: 1997

Description: This sourcebook provides comprehensive information on state-level structures for postsecondary education governance and coordination. Updated periodically, the most recent report includes an introductory essay on the functions and evolution of state postsecondary education structures; narrative profiles for each of the 50 states, the District of Columbia, and Puerto Rico; and a series of tables that summarize state-level information on governance structures, agency responsibilities, legal basis, membership, and staffing. This publication is currently being updated.

Data Collected:

- Statewide postsecondary coordination, governance, and planning agencies and boards
  - Type of board (coordinating, governing, or planning)
  - When established and changes
  - Legal bases
  - Cabinet department (yes/no)
  - Executive officer (elected/appointed)
- Agency responsibilities
  - Sectors responsible for
  - Budgetary responsibilities
  - Program review and approval responsibilities
- Basic legal powers and structures
  - Statutory or constitutional legal basis
  - Number of institutions
  - Staffing
- Membership of boards
  - Number
  - Elected/appointed
  - Who members represent
  - Terms of office
- Student and faculty membership
- Other state-level agencies and committees
  - Student assistance and loan agencies
  - Vocational education
  - Private colleges and universities
  - Licensure/approval agencies

Availability: The 1997 report is available for $25 plus postage and handling charges. A downloadable order form is found at http://www.ecs.org/html/publications/documents/pubsorderfm00.pdf or contact the ECS Distribution Center.

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Keywords: Governance

Level: 50-State, National

Organization: **National Education Association (NEA)**

Title: **Higher Education Issues Survey**

Author: Sandra S. Ruppert

Date: 2001

Description: The Higher Education Issues Survey is a periodic survey of state legislators to examine their attitudes and opinions on a wide range of higher education issues. Conducted periodically by Education Systems Research on behalf of the National Education Association, its finding are based on in-depth telephone interviews conducted with state house and senate education leaders. In 2001, 64 education leaders from all 50 states were interviewed; findings were published in the report "Where Do We Go From Here: State Legislative Views on Higher Education in the New Millennium." The third in this series, previous surveys were conducted in 1995 and 1996.

Data Collected: Topics addressed in 2001 include:

- State political environment
- Higher education's role in the new economy
- Improving responsiveness in the higher education system
- Accommodating changing demands for access
- State funding for higher education
- Where we go from here

Availability: The 2001 report is available online in PDF format at http://www.nea.org/he/leg-news/gofrom.pdf. For print copies, contact Rachel Henrickson at (202) 822-7115.

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Keywords: Policy Issues, State Government

Level: National